



# **MASTER'S STUDENT HANDBOOK**

Counseling Program

Fall 2015 - Spring 2016

# University of North Texas at Dallas

## Counseling Program

### Welcome

Welcome to the Counseling Program at the University of North Texas at Dallas! Our goal is to help you become a multi-culturally competent counselor and a change agent who promotes wellness in children, adults, families, schools, and communities locally and worldwide. We are committed to your success!

This document is based on the University of North Texas Master's in Counseling Handbook. It is designed to provide you, the master's level student, with a comprehensive overview of the Counseling Program, the UNT Dallas policies and procedures, and your rights and responsibilities. If you have questions about our Program, chances are you can find clear and thorough answers within the following pages. Please review the document carefully, keep it readily accessible, and consult it often. If you have questions after consulting the handbook, *you may contact your assigned faculty advisor* OR the UNT Dallas Program Coordinator of the Counseling Program, Dr. Cyndi Matthews at [Cynthia.Matthews@untdallas.edu](mailto:Cynthia.Matthews@untdallas.edu)/

This document serves as a supplement to the UNT Dallas Graduate Catalog, the Counseling Program Practicum Handbook, and the Counseling Program Internship Manual. It is your responsibility as student or prospective student to become familiar with the contents of the Graduate Catalog (available online at [www.unt.edu/catsched](http://www.unt.edu/catsched)) under which you will be entering graduate work and with the contents of this Master's Student Handbook.

**To confirm that you have read this handbook and have understood the responsibilities, policies, and procedures outlined herein, please sign the Agreement Contract at the end of this handbook and submit it to your COUN 5710 instructor or advisor for inclusion in your student file.**

This Handbook is updated once per year and is available online, along with a number of other resources at <http://dallas.unt.edu/academics/graduate/med-counseling> and on the UNT Dallas Counseling Program webpage on Blackboard.

Best wishes in your personal and professional pursuits!

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University of North Texas Dallas

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# Introduction to the Counseling Program

## Mission

The University of North Texas at Dallas (UNT-D) Counseling Program promotes human development through education, research, and service that advance the profession of, and scholarship in, counseling.

- Through education, the Program develops multi-culturally competent counselors with an applied social justice emphasis who benefit children, adults, families, schools, and communities locally and world wide
- Through research, the Program creates, applies, and disseminates innovative knowledge, especially in the area of counseling for holistic wellness with at-risk and diverse populations.
- Through service, the Program enhances the local community through consultation and counseling services and provides leadership within the counseling profession.

## Vision

The UNT-D Counseling Program seeks local, state, regional, national, and international prominence as a collaborative and transformative community engaged in exemplary research, education, and service that benefit the profession of counseling, the public it serves, and humanity at large.

# Professional Counseling

The Counseling Program at the University of North Texas at Dallas (UNT-D) prepares counseling professionals for one or more of a variety of work settings, such as the school or university, community agency, church, private practice, or business and industry. Professional training is offered at the master's level.

The Program exists within the larger context of the counseling profession. Counseling has been defined many ways, and most recently, delegates representing 29 professional counseling associations reached consensus on the following definition of professional counseling:

***“Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals”*** (20/20 A Vision for the Future of Counseling, 2010).

The following quotes illustrate the depth and diversity of our counseling profession:

Counseling is a relatively short-term, interpersonal, theory-based (and research-based) professional activity guided by ethical and legal standards that focuses on helping persons who are basically psychologically healthy to resolve developmental and situational problems. The counseling activity itself is a process that evolves through distinct stages. Personal, social, vocational, and educational matters are all areas of concern, and therefore, the profession comprises a number of subspecialties. A practitioner must complete a required course of study on either the master's or doctoral level to be licensed or certified as a professional counselor. Counselors should possess personal qualities of maturity, empathy, and warmth. (Gladding, 1992, pp. 8-9)

The American Counseling Association (2012) defined counselors as follows:

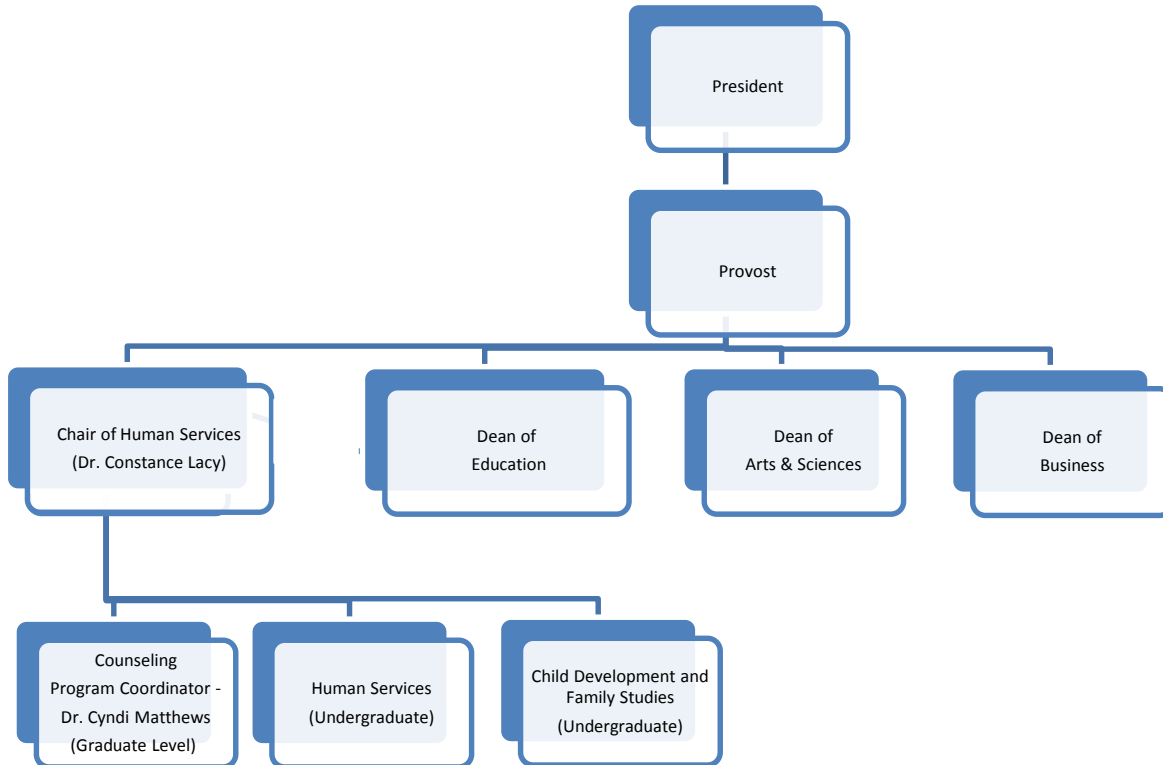
- School Counselors, referred to as “guidance counselors” in the past, have a Master's degree in counseling and help every student improve academic achievement, personal and social development, and career planning.
- Licensed Professional Counselors (LPCs) are master's-degreed mental health service providers, trained to work with individuals, families, and groups in treating mental, behavioral, and emotional problems and disorders.

The counseling profession involves “role statements, codes of ethics, accreditation guidelines, competency standards, licensure, certification, and other standards of excellence” (VanZandt, 1990, p.243). The UNT-D Counseling Program strives to uphold and advance the counseling profession. As you will learn throughout your time with UNT-D's Counseling Program, we believe a strong professional identity is key to your success.

# UNTD Organizational Chart & Affiliations

In addition to its place in the profession of counseling, the UNTD Counseling Program exists also within the larger context of the university. The university is administered by the President. Academic programs at UNT are administered by the Provost / Vice President for Academic Affairs and are housed in three divisions. The Department of Human Services is administered by the department chair and is comprised of three academic programs. The Counseling Program is administered by the program coordinator who is also a counseling faculty member.

## Academic Organizational Chart





# Master's Degree Tracks

UNT Dallas offers two types of Master's degrees for individuals who are seeking to become counseling professionals.

- The Master of education (MEd) in Counseling is a 48 hour degree for certified teachers with two years of experience who are interested in school counseling. School counseling students can pursue a track in either Elementary School Counseling or Secondary School Counseling.
- The Master of Science (MS) in Counseling is a 60 hour degree for people with a Bachelor's degree in any field who are interested in Clinical Mental Health Counseling. Clinical Mental Health Counseling (CMHC) students can pursue a track in either Children & Adolescents OR Adults. Students must identify which track they desire and complete a Degree Plan form by the end of their first semester of enrollment in the program. The faculty will endorse graduates only for the track(s) that the graduate has completed.

## **MEd in Counseling: School Counseling Tracks in Elementary or Secondary**

These 48-semester-hour tracks prepare students to become school counselors in P-12 school settings. The elementary and secondary school counseling tracks differ in some course requirements to appropriately reflect differences in the functions of counselors at the two school levels. These program areas meet the educational requirement for Certification as a School Counselor in Texas; however, candidates must also have 2 years of teaching experience as teacher of record (not as a substitute teacher) and pass the TExES-Counselor examination to be eligible for School Counseling Certification in Texas. Although the state issues only one type of counseling certificate for Pre K-12, the Counseling Program will endorse the student only for the track (elementary or secondary) that she/he completed. The Elementary and Secondary school counseling tracks are accredited by the Texas Education Agency (TEA) as school counseling programs.

With one additional course (**COUN 5480 Diagnosis and Treatment**), **these elementary and secondary school counseling tracks currently will also meet the educational requirement for Licensure as a Professional Counselor (LPC)** in Texas. However, in 2016, the Texas Department of Health is changing the LPC requirements to a 60 hour Master's degree. Students who begin their Master's degree prior to 2016 may be "grandfathered" in with a 48 hour Master's degree with the additional COUN 5480 course.

## **MS in Counseling: Clinical Mental Health Counseling Tracks in Child or Adult**

These 60-semester-hour tracks prepare students for counseling positions in various community agencies such as mental health centers, private counseling agencies, drug abuse centers, centers for counseling the elderly, child protective services, child counseling clinics, family counseling centers, pastoral counseling settings, business and industry. The track provides the opportunity to counsel a broad range of clientele. This track meets academic specifications for Texas licensure as a Licensed Professional Counselor (LPC). Students interested in counseling children and adolescents should pursue the child track. Students interested in counseling adults, couples, and families should pursue the adult track.

# Master's Level Non-Degree Tracks

Individuals who already hold a master's degree in professional counseling may pursue one of the following non-degree tracks:

## **School Counselor Certification**

Individuals who already hold a master's degree in counseling and are certified teachers with two years of teaching experience may pursue the elementary or secondary school counseling certification deficiency track. By the time the student completes the required coursework, (s)he must also have two years of teaching experience in an accredited school and pass the TExES school counselor test to become certified as a public school counselor in Texas. Individuals seeking certification in other states are urged to contact the relevant state(s) because their requirements may differ. Although Texas issues only one type of counseling certificate for P-12, the Counseling Program will endorse a graduate only for the track (elementary or secondary) that he or she he has completed. Students pursuing this track must have a completed the School Counseling Certification Plan prior to enrollment in the first counseling (prefix COUN) course. The form is available from the professor over School Counseling.

## **Professional Counselor Licensure Endorsement**

Individuals who already hold a master's degree in counseling but who do not meet all requirements for Licensure as a Professional Counselor in Texas may pursue the Professional Counselor Licensure Endorsement track. This track requires participants to meet the substantial equivalent of all current requirements of the Texas Department of Health. Students pursuing this track must have a completed a Licensed Professional Counselor Completion Plan prior to enrollment in the first counseling (prefix COUN) course. The plan is available from Dr. Jennifer Baggerly at [Jennifer.baggerly@untDallas.edu](mailto:Jennifer.baggerly@untDallas.edu)

# UNT-Dallas Accreditation

As a result of Governor Perry's action on May 27, 2009, UNT Dallas became a stand-alone academic institution – a separate university from UNT at Denton in the overarching UNT System in 2010.

All degrees granted from UNT Dallas will be granted by an accredited *university*.

- In 2013, UNT Dallas became separately accredited by the Southern Association of Colleges and Schools, Commission on Colleges (SACS COC).
- UNT Dallas confers its own degrees.

The UNT Dallas school counseling program is accredited under the Texas Education Agency.

The Texas Department of Health does not require accreditation of a school, beyond SACS COC, to meet the educational requirements to become a Licensed Professional Counselor.

Although the UNT Denton counseling program is accredited by CACREP, the Council for the Accreditation of Counseling and Related Educational Programs, the UNT Dallas is NOT a CACREP-accredited program as yet. **We are in the process of working towards CACREP accreditation.**

Students should be reassured by the following information:

- UNTD counseling students will still meet the educational requirements to become either a Certified School Counselor or a Licensed Professional Counselor in the state of Texas and most other states.
- Only 54% of Master's counseling programs in the United States are CACREP accredited. Thus, non-CACREP programs continue to produce viable counselors.
- UNTD counseling graduates have been able to obtain employment in the school counseling and community counseling fields.
- Students' clinical skill and networking ability, rather than CACREP accreditation, are most likely the biggest determining factors in obtaining employment.
- Students' clinical experience and skill as well as motivation in obtaining goals, rather than CACREP accreditation, are most likely the biggest determining factors in being accepted into doctoral programs.

# Services of the UNT Dallas Counseling Program

## [UNT Dallas Community Counseling Clinic \(UNT Dallas CCC\)](#)

The UNTD CCC offers individual counseling for clients of all ages as well as couple, family, and group counseling. Low cost counseling services are provided by counselors-in-training under the supervision of counseling faculty, using state-of-the-art audiovisual technology.

## [Service Learning in Schools and Community Agencies](#)

In various courses, professors may arrange for students to engage in service learning activities within local schools and community agencies. For example, past play therapy students have provided play therapy for children at Kahn Elementary School and various counseling students have provided treatment at Nexus substance abuse treatment center.

# Counseling Program Faculty

A full time faculty member's job typically consists of three parts: teaching, research and professional activity, and service to the university and community. A counselor educator typically enters the field as an Assistant Professor. After an established length and quality of work, the Assistant Professor is promoted to Associate. After a further length and quality of work, the Professor is promoted to Full Professor.

NAME, DEGREE, POSITION	DEGREE FROM	TEACHING AREAS	RESEARCH INTERESTS/ SPECIALTY AREAS
<a href="#">Jennifer Baggerly</a> , Ph.D. Assistant Professor	University of North Texas	Play therapy, Theories, Assessment, Clinical Practice, adolescent counseling	Play therapy, trauma interventions, school counselor effectiveness, diversity, social justice
<a href="#">Yu-Fen Lin</a> , Ph.D. Assistant Professor	Sam Houston State University	Group, Multicultural, Couples, Community, Clinical Practice	Multicultural interventions, couples counseling, counselor education, social justice
<a href="#">Cyndi Matthews</a> , Ph.D. Program Coordinator, Clinic Director, Counseling Lecturer	Texas A&M University - Commerce	Practicum, Human Development, Career, Ethics, Sexuality, Crisis Management, Clinical Practice	Spirituality, social justice, multicultural interventions, diversity, couples and family counseling
<a href="#">Trigg Even</a> , Ph.D. Professor of Practice School Counselor	Texas A&M University - Commerce	School Counseling, Internship, Clinical Practice, Research, Statistics	School Counseling, Adolescents, Ethics, CACREP, Self-efficacy, research
<a href="#">Dean Aslinia</a> , Ph.D. Counseling Lecturer	Texas A&M University - Commerce	Marriage and Family, Couples Counseling, Clinical Practice, Human Sexuality	Human Sexuality, Couples and Family, Ethics, Crisis
Counseling Adjuncts: Dr. Greg Shirley Dr. Amy McCortney			

# AY 2014 – 2015 Administrative Appointments

## UNT Dallas

Chair of Human Services

[Dr. Constance Lacy](#)

Program Coordinator of Counseling Program

[Dr. Cyndi Matthews](#)

School Counseling Coordinator

[Dr. Trigg Even](#)

Internship Coordinator

[Dr. Yu-Fen Lin](#)

Clinic Director, Practicum Coordinator

[Dr. Cyndi Matthews](#)

Marriage and Family Coordinator

[Dr. Dean Aslinia](#)

# BEGINNING A MASTER'S DEGREE

## PROVISIONAL AND FULL ADMISSION

The Master's Degree in Counseling is for students who do not yet have a Master's Degree or who are seeking a second master's.

Applicants seeking admission to the Counseling Program should be aware that Texas State Boards for certification and licensure, as well as credentialing boards of other states and professional organizations, run criminal history checks on all applicants for licensure or certification. In Texas, certification is required to counsel in the public school; licensure is required to counsel outside the public school or religious setting. The applicant with a criminal background who seeks professional credentials should contact the appropriate Board prior to enrollment in the program to determine eligibility for certification and/or licensure.

Admission to the Counseling Program is **provisional** until the following conditions are met:

1. The student has a signed "Understanding and Acknowledgement" form on file in the Counseling Program office by the end of the first semester of enrollment in the Counseling Program.
2. The student's signed degree plan is on file in the Counseling Program office by the end of the first semester of enrollment in the Counseling Program.  
**NOTE:** For items 1 & 2 above, it is the **student's responsibility** to ensure that the required documents are on file by the deadline. Failure to meet this requirement can result in the student being dropped from further Counseling Program coursework.
3. **The student's progress is evaluated by the counseling instructor and faculty upon the student's completion of COUN 5680.** If the instructor does not request a conference with the student, the student may request a conference with the instructor regarding the evaluation. The two primary evaluation forms appear on the following pages. Forms pertaining to the ongoing assessment of student competency appear later in the Handbook in the Policies and Procedures section under Student Retention.

For the initial evaluation, the student's progress is evaluated on the basis of the demonstration of adequate subject matter knowledge and the personal characteristics and interpersonal skills required for counseling. After the progress review, the counseling faculty either recommends that the student continue or reserves the right to withdraw the student from the program. Following this initial evaluation the student will be routinely evaluated throughout the program on the criteria of knowledge, personal characteristics, interpersonal skills, and counseling skills to determine if progress is adequate, if remedial work is needed, or if the student should discontinue the program.



## COUN 5680 End of Course Student Evaluation

Student's Name: \_\_\_\_\_

ID# \_\_\_\_\_

Semester:                      Fall                      Spring                      Summer I                      Summer II                      (Year: \_\_\_\_\_)

Student \_\_\_\_\_ DID complete the course with credit and grade \_\_\_\_\_.

\_\_\_\_\_ DID NOT complete the course: \_\_\_\_\_ I                      \_\_\_\_\_ WP                      \_\_\_\_\_ WF

A student not completing the course is still subject to the following instructor evaluations:

\_\_\_\_\_ I have no major reservations about this student at this point. I see no reason why the student should not continue in the Counseling Program.

\_\_\_\_\_ I have some reservations about this student. My reservations are indicated on the Competency Report and Requirements Form and the Personality Characteristics Checklist (attached).

\_\_\_\_\_ I have major reservations about this student. My reservations are indicated on the Competency Report and Requirements Form and the Personality Characteristics Checklist (attached).

Instructor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

ADDITIONAL COMMENTS:



# Professional Counseling Performance Evaluation

Student: \_\_\_\_\_

Semester/Year: \_\_\_\_\_

Faculty: \_\_\_\_\_

Course Number: \_\_\_\_\_

Ex

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## Rating Scale

- N - Not required and/or No opportunity to observe
- 0 - Does not meet criteria expected for student's level of preparation and experience
- 1 - Minimally or inconsistently meets criteria expected for student's level of preparation and experience
- 2 - Consistently meets criteria expected for student's level of preparation and experience
- 3 - Exceeds criteria expected for student's level of preparation and experience

### Counseling Skills and Abilities

	N	0	1	2	3
1. The student demonstrates the ability to establish relationships in such a manner that a therapeutic working alliance can be created					
2. The student demonstrates therapeutic communication skills including:					
a. Creating appropriate structure - setting the boundaries of the helping frame and maintaining boundaries throughout the work such as setting parameters for meeting time and place, maintaining the time limits etc.	N	0	1	2	3
b. Understanding content – understanding the primary elements of the client's story	N	0	1	2	3
c. Understanding context – understanding the uniqueness of the story elements and their underlying meanings	N	0	1	2	3
d. Responding to feelings - identifying client affect and addressing those feelings in a therapeutic manner	N	0	1	2	3
e. Congruence - genuineness; external behavior consistent with internal affect	N	0	1	2	3
f. Establishing and communicating empathy - taking the perspective of the client without over identifying and communicating this experience to the client	N	0	1	2	3
g. Non-verbal communication - demonstrates effective use of head, eyes, hands, feet, posture voice attire etc.	N	0	1	2	3
h. Immediacy - staying in the here and now	N	0	1	2	3
i. Timing - responding at the optimal moment	N	0	1	2	3
j. Intentionality - responding with a clear understanding of the therapist's therapeutic intention	N	0	1	2	3
k. Self-disclosure - skillful and carefully-considered for a specific therapeutic purpose	N	0	1	2	3
3. The student demonstrates awareness of power differences in the therapeutic relationship and manages these differences therapeutically	N	0	1	2	3
4. The student collaborates with the client to establish clear therapeutic goals	N	0	1	2	3
5. The student facilitates movement toward client goals	N	0	1	2	3
6. The student demonstrates the capacity to match appropriate interventions to the presenting clinical profile in a theoretically consistent manner	N	0	1	2	3
7. The student creates a safe clinical environment	N	0	1	2	3
8. The student demonstrates analysis and resolution of ethical dilemmas	N	0	1	2	3
<b>Professional Responsibility</b>					
1. The student conducts self in an ethical manner so as to promote confidence in the counseling profession	N	0	1	2	3
2. The student relates to peers, professors, and others in a manner consistent with stated professional standards	N	0	1	2	3
3. The student demonstrates sensitivity to real and ascribed differences in power between themselves and others, and does not exploit or mislead other people during or after professional relationships	N	0	1	2	3
4. The student demonstrates application of legal requirements relevant to counseling training and practice	N	0	1	2	3
<b>Competence</b>					
1. The student recognizes the boundaries of her/his particular competencies and the limitations of her/his expertise	N	0	1	2	3
2. The student takes responsibility for compensating for her/his deficiencies	N	0	1	2	3
3. The student takes responsibility for assuring client welfare when encountering the boundaries of her/his expertise	N	0	1	2	3
4. The student provides only those services and applies only those techniques for which she/he is qualified by education, training and experience	N	0	1	2	3
5. The student demonstrates basic cognitive, affective, sensory, and motor capacities to respond therapeutically to clients	N	0	1	2	3

# Professional Counseling Performance Evaluation (cont)

Student: \_\_\_\_\_

Semester/Year: \_\_\_\_\_

Faculty: \_\_\_\_\_

Course Number: \_\_\_\_\_



<b>Maturity</b>					
1. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and clients	N	0	1	2	3
2. The student demonstrates honesty, fairness, and respect for others	N	0	1	2	3
3. The student demonstrates an awareness of his/her own belief systems, values, needs and limitations and the effect of these on his/her work	N	0	1	2	3
4. The student demonstrates the ability to receive, integrate and utilize feedback from peers, teachers and supervisors	N	0	1	2	3
5. The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability	N	0	1	2	3
6. The student follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individuals with whom the conflict exists	N	0	1	2	3
<b>Integrity</b>					
1. The student refrains from making statements which are false, misleading or deceptive	N	0	1	2	3
2. The student avoids improper and potentially harmful dual relationships	N	0	1	2	3
3. The student respects the fundamental rights, dignity and worth of all people	N	0	1	2	3
4. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self- determination and autonomy	N	0	1	2	3
5. The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.	N	0	1	2	3

Comments:

**Counseling Program**  
**University of North Texas at Dallas**  
**Personal Characteristics Checklist**



**Student Name:** \_\_\_\_\_ **Student ID:** \_\_\_\_\_

**Instructor Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

<b>Problematic Behavior Demonstrated (1)</b>	<b>Target Behavior Not Yet Demonstrated (2)</b>	<b>Target Behavior Demonstrated but not Consistent (3)</b>	<b>Target Behavior Consistently Demonstrated (4)</b>	<b>Rating and Comments</b>
1. Disregards others' feelings and perspectives either verbally or nonverbally			Empathic and understanding in both verbal and nonverbal behavior	
2. Insincere, duplicitous, or condescending either verbally or nonverbally			Genuine in both verbal and nonverbal behavior	
3. Overly critical, judgmental, or pushes own values either verbally or nonverbally			Accepting of others and others' values in both verbal and nonverbal behavior	
4. Rude or unpleasant expression of feelings and ideas			Respectfully expresses feelings and ideas in meaningful ways	
5. Defensive or unyielding to others			Willing to consider others' feedback with open mindedness	
6. Intolerant of ambiguity or overly anxious in uncertain situations			Tolerates ambiguity both verbally and nonverbally.	
7. Demanding or impatient verbal and non-verbal behavior			Exhibits a high degree of patience	
8. Emotional deregulation, easily threatened, overly anxious or angry, or consistently flat affect			Demonstrates emotional stability, personal security, strength, and confidence	
9. Inability to maintain appropriate eye contact and appropriate facial expressions			Demonstrates appropriate eye contact and appropriate facial expressions	
10. Inability to maintain appropriate voice tone, volume, and rate			Demonstrates appropriate voice tone, volume, and rate	
11. Inability to maintain open posture and minimal fidgeting			Demonstrates open posture and minimal fidgeting	
12. Dress is unprofessional for the setting and grooming is unkempt			Demonstrates professional dress and grooming for the setting	

13. Demonstrates denigration or potential harm to self or unwillingness to understand own experiences, feelings, and thoughts			Demonstrate self-acceptance and self-understanding	
14. Unwillingness to communicate personal and professional limitations and does not refer clients as appropriate			Clearly communicates personal and professional limitations and refers clients as appropriate	
15. Unwillingness to initiate problem-solving through logic and intelligent inquiry			Demonstrates problem solving through the use of logic and intelligent inquiry	
16. Demonstrates disrespectful verbal or nonverbal behavior or indifference toward people due to their race, ethnicity, religion, gender, sexual orientation, disability, country of origin, or veteran status			Demonstrates respectful verbal and nonverbal behavior and concern for all people regardless of their race, ethnicity, religion, gender, sexual orientation, disability, country of origin, or veteran status	
17. Dishonest or deceptive behavior and communication with unwillingness to accept personal responsibility			Honest behavior and communication with willingness to accept personal responsibility	
18. Neglects or intentionally fails to follow professional ethics of the American Counseling Association.			Follows professional ethics of the American Counseling Association	
19. Unclear or irrational verbal or written communication/numerous grammatical errors			Clear and rational verbal and written communication with proper grammar	
20. Unhealthy or illegal behavior including alcohol abuse or substance abuse or criminal activity while enrolled in program.			Healthy and legal behavior with no incidents of alcohol or substance abuse or criminal activity while enrolled in program.	

Scoring: If a counseling applicant scores a “1” in any of the 20 items, then they will not be admitted to the program. If a student scores a “1” in any of the 20 items at any time, then a remediation plan meeting must be developed and documented with the student. Prior to practicum, a student must score a “3” or “4” in all areas. Prior to internship, a student must score “4” in most areas. Prior to graduation, a student must score “4” in all areas.

## RECOMMENDED COURSES FOR FIRST SEMESTER OF ENROLLMENT

Counseling Program applicants receive word of their admission status typically within three weeks of the Orientation and Interviews. Those provisionally admitted into the Counseling Program register during regular registration. In subsequent semesters, continuing students will have the opportunity to register during early registration. Consult the relevant online version of the Schedule of Classes for specific registration information and instructions. For the most current schedule of classes go to <http://dallas.unt.edu/registrar> The Program Coordinator, Dr. Cyndi Matthews, serves as interim advisor for new students until a permanent advisor is assigned.

Students provisionally admitted have a guaranteed seat in COUN 5710 and 5680. Part time students take these two classes the first semester. Full time students take an additional third class, as determined by the Program Coordinator, Dr. Matthews.

In COUN 5710 each student is assigned an advisor, develops a degree plan, and receives information about the Counseling Program and counseling profession. Students transferring credit to substitute for COUN 5710 must contact the Chair of the as soon as they receive notice of provisional admission. The Program Coordinator or a designated Professor will assist the student in the development of a degree plan and in meeting program requirements completed by other students during COUN 5710.

**For long-term enrollment planning, please refer to the chart(s) entitled “Recommended Course Sequence by Track in Counseling Program” and/or “Counseling Program Course Offerings by Semester”.**

# DEGREE TRACKS OF STUDY

## School Counseling: Elementary or Secondary

The School Counseling tracks are designed to prepare persons for work in private and public school settings to promote the academic, career, and personal/social development of pre-Kindergarten-12<sup>th</sup> grade students. The philosophical orientation toward school counseling is founded upon the belief in democratic values, the worth and dignity of each individual, personal uniqueness and value, and the freedom of the individual to be self-determined within a context of responsibility to others. Primary and secondary education is enhanced through the delivery of a school-based comprehensive developmental guidance program designed to address the developmental, environmental, social, multicultural, academic and career needs of children and adolescents. Professional school counselors who respond to the individual and group needs of students through an intentionally designed school counseling program provide children and adolescents with attitudes and skills necessary for problem-solving, future planning, and relational living.

**Objectives:** School counseling candidates must demonstrate knowledge and skills in all Student Learning Outcomes identified with the [CACREP](#) standards for school counseling program areas. In particular, the UNTD Counseling Program faculty is committed to ensuring that school counseling candidates are able to:

1. Demonstrate mastery of core counseling knowledge necessary for school counselor certification in Texas.
2. Through a process of personal and professional reflection, identify a guiding theory of counseling that will serve as a foundation for practicing one's theory within a school setting.
3. Utilize individual and small group interventions to counsel children and adolescents from diverse backgrounds for a variety of presenting problems and developmental issues.
4. Develop and maintain effective, culturally responsive counseling relationships with students, faculty and staff.
5. Recognize one's strengths and limitations through participation in counseling supervision and professional development activities.
6. Develop, implement, manage, and evaluate comprehensive, developmental school counseling programs that are responsive to the needs of diverse individuals, groups, and classrooms through counseling, coordination, consultation, large group guidance and program management.
7. Develop school counseling practices that promote student academic success and increase post-secondary planning, activities and efforts.
8. Demonstrate leadership abilities that highlight the professional school counselor as a system change agent to enhance the learning environment.
9. Develop assessment, evaluation, and referral strategies designed to identify and respond to students experiencing crisis, addiction, abuse, trauma, mental health problems, or educational problems.
10. Perform administrative and professional responsibilities while adhering to ethical guidelines necessary for success as a professional school counselor.

For greater detail regarding program expectations, see criteria listed on the [PCPE Internship–SC Candidate](#) located later in this Handbook.

# School Counseling Track Design

48 hour MEd in Counseling

## Elementary

Common Core	Track-Specific
COUN 5710 Counseling Theories COUN 5680 Basic Counseling Skills COUN 5100 Professional Orientation and Ethical Practice EPSY 5050 Educational Research & Evaluation COUN 5670 Dev Processes and Strategies COUN 5765 Appraisal in Counseling COUN 5470 Career Development COUN 5790 Counseling Culturally Diverse Clients COUN 5660 Advanced Counseling Skills COUN 5740 Group Counseling COUN 5690 Practicum in Counseling COUN 5720 Internship in Counseling I COUN 5721 Internship in Counseling II	COUN 5461 Professional School Counseling COUN 5700 Introduction to Play Therapy COUN 5640 Group Play Therapy

## Secondary

Common Core	Track-Specific
COUN 5710 Counseling Theories COUN 5680 Basic Counseling Skills COUN 5100 Professional Orientation and Ethical Practice EPSY 5050 Educational Research & Evaluation COUN 5670 Dev Processes and Strategies COUN 5765 Appraisal in Counseling COUN 5470 Career Development COUN 5790 Counseling Culturally Diverse Clients COUN 5660 Advanced Counseling Skills COUN 5740 Group Counseling COUN 5690 Practicum in Counseling COUN 5720 Internship in Counseling I COUN 5721 Internship in Counseling II	COUN 5461 Professional School Counseling COUN 5200 Counseling Adolescents  <b>Elective (select one)</b> COUN 5610 Drug & Addiction Counseling COUN 5580 Family Counseling COUN 5500 Human Sexuality

### Texas Licensure (LPC) Alert

If you anticipate pursuing the Texas LPC, you must enroll in *COUN 5480 Diagnosis and Treatment* prior to graduation.

### Texas School Counselor Certification Alert

Two years teaching experience as teacher of record (not as a substitute) and passing grade on TExES Counselor are required for certification. Students are eligible to take the TExES examination after successfully completing COUN 5461 Professional School Counseling and beginning COUN 5690 Practicum in Counseling.

# Clinical Mental Health Counseling: Adult or Child

The Clinical Mental Health Counseling (CMHC) tracks are designed to prepare persons for work in private and public agencies where the primary focus is on the mental health concerns of their clients. The philosophical orientation is founded upon the belief in democratic values, the worth and dignity of each individual, personal uniqueness and value, and the freedom of the individual to be self-determined within a context of responsibility to others. Individuals live in a social world. Within the context of that world, all individuals attempt to find their place, be involved, feel worthwhile, be useful, and enhance self-esteem. This striving is manifest in the attempt of individuals to solve the basic problems of living, occupation, relationships, and community living. Stress and crisis are frequently experienced in attempting to solve these problems.

**Objectives:** CMHC candidates must demonstrate knowledge and skill in all Student Learning Outcomes identified within the [CACREP](#) standards for clinical mental health counseling program areas. In particular, the UNTD Counseling Program faculty is committed to ensuring that CMHC candidates are able to:

1. Demonstrate mastery of core counseling knowledge necessary for licensure in Texas and throughout the United States.
2. Through a process of personal and professional reflection, identify a guiding theory of counseling that will serve as a foundation for counseling in mental health settings.
3. Develop and maintain effective, culturally responsive counseling relationships across the lifespan.
4. Recognize one's strengths and limitations through participation in counseling supervision and professional development.
5. Develop, manage, and evaluate mental health services and programs responsive to the needs of vulnerable populations.
6. Provide community counseling and social justice advocacy services for clients at risk due to crisis, disaster, trauma, addiction, and/or co-occurring mental disorders.
7. Perform administrative and professional responsibilities necessary for success as a professional counselor.

**For greater detail regarding program expectations, see criteria listed on the [PCPE Internship– Clinical Mental Health Counseling Candidate](#) located later in this Handbook.**



# Clinical Mental Health Counseling Track Design

## 60 hour MS in Counseling

### Child

Common Core	Track-Specific
COUN 5710 Counseling Theories COUN 5680 Basic Counseling Skills COUN 5100 Professional Orientation & Ethical Practice EPSY 5050 Educational Research & Evaluation COUN 5670 Dev Processes and Strategies COUN 5765 Appraisal in Counseling COUN 5470 Career Development COUN 5790 Counseling Culturally Diverse Clients COUN 5660 Advanced Counseling Skills COUN 5740 Group Counseling COUN 5690 Practicum in Counseling COUN 5720 Internship in Counseling I COUN 5721 Internship in Counseling II	COUN 5300D Systems, Leadership, Program CMHC COUN 5480D Diagnosis and Treatment COUN 5610 Drug & Addiction Counseling COUN 5490 Crisis Intervention Counseling COUN 5500 Human Sexuality in Counseling COUN 5700D Introduction to Play Therapy  <b>Electives (select 1)</b> COUN 5200D Counseling Adolescents COUN 5640D Group Play Therapy Other electives as offered (please meet with your advisor)

### Adult

Common Core	Track-Specific
COUN 5710 Counseling Theories COUN 5680 Basic Counseling Skills COUN 5100 Professional Orientation & Ethical Practice EPSY 5050 Educational Research & Evaluation COUN 5670 Dev Processes and Strategies COUN 5765 Appraisal in Counseling COUN 5470 Career Development COUN 5790 Counseling Culturally Diverse Clients COUN 5660 Advanced Counseling Skills COUN 5740 Group Counseling COUN 5690 Practicum in Counseling COUN 5720 Internship in Counseling I COUN 5721 Internship in Counseling II	COUN 5300D Systems, Leadership, Program CMHC COUN 5480D Diagnosis and Treatment COUN 5610 Drug & Addiction Counseling COUN 5490 Crisis Intervention Counseling COUN 5500 Human Sexuality in Counseling  <b>Electives (select 2)</b> COUN 5200D Counseling Adolescents COUN 5580D Family Counseling COUN 5590D Couples Counseling COUN 5900D Advanced Couples Counseling Other electives as offered (please meet with your advisor)

#### Texas Licensure (LPC)

The Clinical Mental Health Counseling Child and Adult tracks meet educational requirements for Texas LPC.

# Long-Term Enrollment Planning

The following listing of courses constitutes the required course sequence for some Counseling Program courses and the recommended course sequence for others. The student should keep in mind the following rules/guidelines:

- **Because of sequences described in the following pages, the Counseling Program requires a *minimum of six semesters of enrollment.***
- At times, limited course availability may call for some adjustments to the recommended sequence. In any case, the student is responsible for knowing and meeting all course prerequisites as printed in the Graduate Catalog and *Counseling Program Handbook*. Failure to meet prerequisites may result in the student being administratively dropped from the course.
- The Counseling Program faculty defines satisfactory progress as completing all COUN-prefix courses with a grade of B or higher. In Didactic courses (lecture type course), students have unlimited attempts to earn a grade of B or higher. In the clinical course sequence (beginning, advanced, practicum, internship), each course must be completed with a grade of B or higher before enrollment in the next course. If a student takes any clinical course twice without achieving a grade of B or higher, continuation in the Counseling Program is by successful grade appeal only.
- Students pursuing the elementary school counseling or community-child tracks must take COUN 5700 Introduction to Play Therapy prior to COUN 5690 Practicum. In addition, COUN 5690 Practicum students wishing to see specific client populations (e.g., couples, parents, families, etc.) should take the related course (e.g., COUN 5590 Couple Counseling, COUN 5580 Family Counseling, etc.) **prior** to COUN 5690 Practicum. Students may take COUN 5740 Group or specialty track courses (COUN 5300, 5770, 5600, 5750) concurrently with COUN 5690 Practicum.
- **Assuming the internship does not require the elective, a MEd student may not take more than *one elective* along with COUN 5720 Internship I.**
- COUN 5720 and 5721 must be taken in subsequent semesters. Only in the most extenuating of circumstances may a student appeal to take them concurrently. To appeal, the student must submit a justification along with supporting documentation regarding clinical readiness (e.g., statements from advisor, practicum instructor, internship instructor, and site supervisor) to the Clinical Experiences Committee by midterm the semester prior to the desired internship. In no cases will students be allowed to take COUN 5720 and 5721 concurrently in summer.
- Course offerings vary by semester. To assist students in long-term planning, the Counseling Program Course Offerings by Semester appears among the following pages.

## RECOMMENDED COURSE SEQUENCE BY TRACK IN COUNSELING PROGRAM

Required	Any Order Within #	Course			School (48)		Community (60)	
		Program	#	Title	Elem*	Sec*	Child	Adult
1st sem		COUN	5710	Counseling Theories	X	X	X	X
1st sem		COUN	5680	Basic Counseling Skills	X	X	X	X
	#2	COUN	5100	Counseling Professional Orientation and Ethical Practice	x	X	x	X
	#2	EPSY	5050	Educational Research & Evaluation	X	X	X	X
	#2	COUN	5670	Dev Processes and Strategies (prereq to 5765)	X	X	X	X
	#2	COUN	5470	Career Development and Information Resources	X	X	X	X
	#2	COUN	5790	Counseling Culturally Diverse Clients	X	X	X	X
	#2	COUN	5461	Professional School Counseling	X	X		
	#3	COUN	5480	Diagnosis and Treatment	Rec	Rec	X	X
	#3	COUN	5765	Appraisal in Counseling	X	X	X	X
	#3	COUN	5200	Counseling Adolescents		X	Elective	
	#3	COUN	5700	Introduction to Play Therapy	X		X	
	#4	COUN	5640	Group Play Therapy	X		Elective	
	#4	COUN	5590	Couples Counseling				Elective
	#4	COUN	5580	Family Counseling		Elective		Elective
	#4	COUN	5610	Drug & Addiction Counseling		Elective	x	x
	#4	COUN	5490	Crisis Intervention Counseling			x	X
	#4	COUN	5500	Human Sexuality in Counseling			x	X
	#4	COUN	5300	Systems, Leadership, Program Dev in CMHC			x	X
Sem. Before 5690		COUN	5660	Advanced Counseling Skills (prereq. to 5740)	X	X	X	X
Before or with 5690		COUN	5740	Group Counseling Theories and Procedures	X	X	X	X
Sem. Before 5720		COUN	5690	Practicum in Counseling	X	X	X	X
Sem. Before 5721		COUN	5720	Internship in Counseling I	X	X	X	X
Last sem.		COUN	5721	Internship in Counseling II	X	X	X	X
During internship				CPCE Comprehensive exam for all students	X	X	x	x
During internship				TExES exam for all school counseling students	x	X		

# Course Prerequisites

In accordance with the UNTD Graduate Catalog, **ALL Counseling courses have COUN 5680 and COUN 5710 as prerequisites.** *Additional* prerequisites for particular courses are as follows:

	<i>Course</i>	<i>Prerequisites</i>
5765	Appraisal in Counseling	COUN 5100, COUN 5670, EPSY 5050 (5480 preferred)
5660	Advanced Counseling Skills	COUN 5710, 5680, and 12 additional COUN hours
5740	Group Counseling Theories and Procedures	COUN 5660
5690	Practicum in Counseling	Application; COUN 5680, 5710, 5470, 5670, 5790, 5480 (if applies), 5730/5760, 5660; EPSY 5050; COUN 5290/5460/5750; COUN 5700/5200 (if applies); necessary electives.
5720	Internship in Counseling I	Application; all remaining degree plan work except final elective (MEd students) or two final electives (MS students)
5721	Internship in Counseling II	Application; all remaining degree plan work (MEd students) or all but final elective (MS students)
5700	Introduction to Play Therapy	COUN 5670
5640	Group Play Therapy	COUN 5670, 5700, 5740

## Prerequisites & Full-Time Enrollment

Students who wish to maintain half- or full-time enrollment throughout the program must schedule carefully in order to meet prerequisites while distributing coursework.

### **Courses that may be taken with COUN 5690 Practicum include**

- COUN 5740
- Second track-specific course (e.g., COUN 5300, 5770, 5600, or 5780)
- COUN 5610 or 5490
- Electives not essential for practicum

### **Courses that may be taken with COUN 5720 Internship I include**

- Final elective if not essential for internship (MEd students)
- COUN 5610 or 5490 (CMHC-Child students)
- Elective (MS students)

### **Courses that may be taken with COUN 5721 Internship II include**

- Final elective if not essential for internship

## Counseling Course Offerings by Semester

COUN	Title	Fall	Spr	Sum
<b>COMMON CORE</b>				
5680	Basic Counseling Skills	X	X	
5710	Counseling Theories	X	X	
5100	Counseling Professional Orientation & Ethical Practice	x	x	
5050	Educational Research		X	10W
5470	Career Development and Info Resources		X	10W
5670	Developmental Processes and Strategies	X	X	X
5790	Counseling Culturally Diverse Clients		X	10W
5765	Appraisal in Counseling	X	X	10W
5660	Advanced Counseling Skills	X	X	10W
5740	Group Counseling Theories and Procedures	X		10W
5690	Practicum in Counseling	X	X	10W
5720	Internship in Counseling I	X	X	10W
5721	Internship in Counseling II	X	X	10W
<b>TRACK-SPECIFIC</b>				
5461	Professional School Counseling	X		
5480	Diagnosis and Treatment	X	X	
5300	Systems, Leadership, Program CMHC	X		
5610	Drug and Addiction Counseling			5W1
5490	Crisis Intervention Counseling	X(2016)		10W (2016)
5500	Human Sexuality in Counseling	X (2015)	X (2017)	10W (2016)
<b>ELECTIVES/APPLIED</b>				
5700	Introduction to Play Therapy	X		
5640	Group Play/Activity Therapy		X	
5200	Counseling Adolescents	X		
5580	Family Counseling		X	
5590	Couple Counseling	X		

**Note: Schedule subject to change. Check Counseling Program website for updates.**

# Degree Plan Completion

Admission for students seeking the master's degree is provisional **until the student's signed degree plan is on file** in the Counseling Program office by the end of the first semester of enrollment in the Counseling Program and COUN 5710 and COUN 5680 are completed satisfactorily. (See "Beginning a Master's Degree Track" for additional requirements.) Students complete and submit their degree plans in COUN 5710. Students transferring course work in lieu of COUN 5710 must contact the Chair of the department prior to the first semester of enrollment to complete a degree plan and other requirements. **Degree plans must be approved by the student's assigned advisor** and Counseling Program coordinator to be complete. It is the **student's responsibility** to ensure that the signed degree plan is complete, signed, and on file in the Graduate School by the deadline. Failure to meet this requirement will result in being dropped from further Counseling Program coursework.

1. Degree plans are only for students seeking MEd or MS degrees. Students in non-degree tracks complete the course plan relevant to their track (see BEGINNING A NON-DEGREE TRACK section).
2. In COUN 5710, the instructor will assist the student in identifying the track the student wishes to pursue.
3. The instructor will make advisor assignments early in the semester.
4. At the direction of the COUN 5710 instructor and using information from this *Handbook*, the student will complete a degree plan. The instructor may or may not require the student to contact his/her advisor during the process of degree plan completion.
5. Submit a *typed final copy* of the degree plan to the COUN 5710 instructor by the date announced by the instructor. If the degree plan is not completed, the student will receive a grade of "I" in COUN 5710.
6. Students are to complete the degree plan according to the following guidelines:
  - a. Download a template of the degree plan for your designated track from the Counseling Program Resources webpage.
  - b. The student's advisor is the Major Professor; list his or her name in the form of "Dr. Jane Doe."
  - c. Course titles too long to fit on the line may be abbreviated in any meaningful way. List courses in the order they appear on the sample. Additional coursework beyond the minimum requirements is not to be listed on the degree plan.
  - d. Leave the "Date" and "Grade" columns blank.
  - e. Students have seven (7) years to complete a MEd and MS. The clock starts with the semester of the earliest course listed on the degree plan, whether that course was completed at UNT or transferred from another institution. List the "Date of first master's course" as a semester and year (e.g., Fall 2011). Add the appropriate number of years, and list that semester and year on the "Date (Semester/Year) by which degree must be completed" line (e.g., Fall 2018).
  - f. If deficiencies are indicated on the GAB (Graduate Application Blank) and/or a letter from the graduate school, check with the counseling advisor. Unless the student is in the school certification track, the deficiencies can usually be waived.
  - g. The Graduate School allows for the transfer of up to 12 semester hours to be applied to the UNT master's degree. These graduate level courses may be from another school or from another master's degree. However, the time limit of 7 years to complete the degree begins with the earliest course listed on the degree plan. Transferring a course you took five years ago leaves you only two years to complete the program! Transfer credit must be approved by your advisor.
7. The degree plan is a legal agreement with UNT for fulfilling requirements to receive a degree. Take the time to make an accurate and complete degree plan. If you have questions about this degree plan process, please confer with your COUN 5710 instructor or your advisor.
8. One month after submitting the degree plan, contact the Graduate School to be sure your degree plan is on file.

**Sample Schedules are as follows:**

**Fall 2015 Start Part Time 48 hour School Counseling (2 Classes a Semester)**

Fall 2015	Spring 2016	Sum 2016	Fall 2016	Spring 2017	Sum 2017	Fall 2017	Spring 2018
COUN 5680 Basic Counseling Skills	EPSY 5050 Ed Research	COUN 5760 Appraisal in Counseling	COUN 5100 Counseling Professional Orientation and Ethical Practice	COUN 5660 Advanced Counseling	COUN 5690 Practicum	COUN 5720 Internship	COUN 5721 Internship
COUN 5710 Counseling Theories	COUN 5670 Development Processes	COUN 5790 Diversity	COUN 5200 Counseling Adolescents Or COUN 5700 Intro to PT	COUN 5470 Career	COUN 5740 Group Counseling	COUN 5461 Professional School Counseling	COUN 5580 Family Counseling Or COUN 5640 Group PT

Pink for Elementary; Blue for Secondary

**Fall 2015 Part Time (2 Classes a Semester): 60 hour Clinical Mental Health**

Fall 2015	Spring 2016	Sum 2016	Fall 2016	Spring 2017	Sum 2017	Fall 2017	Spring 2018	Sum 2018	Fall 2018
COUN 5680 Basic Counseling Skills	EPSY 5050 Ed Research	COUN 5470 Career	COUN 5480 DX & TX	COUN 5765 Appraisal in Counseling	COUN 5610 Drug and Addiction	COUN 5740 Group Counseling	COUN 5690 Practicum	COUN 5720 Internship	COUN 5721 Internship
COUN 5710 Counseling Theories	COUN 5100 Counseling Professional Orientation & Ethical Practice	COUN 5790 Diversity	COUN 5670 Developmental Process	COUN 5200 Counseling Adolescents Or COUN 5700 Intro to PT Or Couples Counseling	COUN 5490 Crisis Intervention for Counseling	COUN 5660 Advanced Counseling	COUN 5580 Family Counseling Or COUN 5640 Group PT	COUN 5500 Human Sexuality in Counseling	COUN 5300 Counseling in Community

Blue = Adult track, Pink = Child track

**Fall 2015 Full Time (3 Classes a Semester): 60 hour Clinical Mental Health**

<b>Fall 2015</b>	<b>Spring 2016</b>	<b>Summer 2016</b>	<b>Fall 2016</b>	<b>Spring 2017</b>	<b>Summer 2017</b>	<b>Fall 2017</b>
COUN 5680 Basic Counseling Skills	COUN 5790 Diversity	COUN 5610 Drug and Addiction Counseling for Counselors	COUN 5740 Group Counseling	COUN 5470 Career	COUN 5500 Human Sexuality in Counseling	COUN 5720 Internship
COUN 5710 Counseling Theories	COUN 5100 Counseling Professional Orientation and Ethical Practice	COUN 5765 Appraisal in Counseling	COUN 5200 Counseling Adolescents Or COUN 5700 Intro to PT Or Couples Counseling	COUN 5690 Practicum	COUN 5490 Crisis Intervention for Counseling	COUN 5300 Counseling in Community
COUN 5670 Development Processes	COUN 5480 DX & TX (DSM)	EPSY 5050 Ed Research	COUN 5660 Advanced Counseling	COUN 5580 Family Counseling Or COUN 5640 Group PT	COUN 5720 Internship	

Blue = Adult track, Pink = Child track,



## Spring 2016 Start Part Time 48 hour School Counseling (2 Classes a Semester)

Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017	Fall 2017	Spring 2018
COUN 5680 Basic Counseling Skills	COUN 5670 Development Processes	COUN 5100 Professional Orientation and Ethics	COUN 5660 Advanced Counseling	COUN 5690 Practicum	COUN 5720 Internship	COUN 5721 Internship
COUN 5710 Counseling Theories	COUN 5470 Career	COUN 5200 Counseling Adolescents Or COUN 5700 Intro to PT	COUN 5765 Appraisal in Counseling	COUN 5740 Group Counseling	COUN 5461 Professional School Counseling	COUN 5580 Family Counseling Or COUN 5640 Group PT
	EPSY 5050 Ed Research			COUN 5790 Diversity		

Pink for Elementary; Blue for Secondary

## Spring 2016 Part Time (2 Classes a Semester): 60 hour Clinical Mental Health

Spring 2016	Summer 2016	Fall 2016	Spring 2017	Sum 2017	Fall 2017	Spring 2018	Sum 2018	Fall 2018	Spring 2019
COUN 5680 Basic Counseling Skills	EPSY 5050 Ed Research	COUN 5100 Professional Orientation and Ethical Practice	COUN 5765 Appraisal in Counseling	COUN 5610 Drug and Addiction Counseling	COUN 5490 Crisis Intervention for Counseling	COUN 5580 Family Counseling Or COUN 5640 Group PT	COUN 5690 Practicum	COUN 5720 Internship I	COUN 5721 Internship II
COUN 5710 Counseling Theories	COUN 5670 Developmental Processes	COUN 5480 DX & TX	COUN 5790 Diversity	COUN 5470 Career	COUN 5200 Counseling Adolescents Or COUN 5700 Intro to PT Or Couples Counseling	COUN 5660 Advanced Counseling	COUN 5740 Group Counseling	COUN 5300 Counseling in Comm	COUN 5500 Human Sexuality in Counseling

Blue = Adult track, Pink = Child track,

**Spring 2016 Full Time (3 Classes a Semester): 60 hour Clinical Mental Health**

<b>Spring 2016</b>	<b>Summer 2016</b>	<b>Fall 2016</b>	<b>Spring 2017</b>	<b>Summer 2017</b>	<b>Fall 2017</b>	<b>Spring 2018</b>
COUN 5680 Basic Counseling Skills	EPSY 5050 Ed Research	COUN 5765 Appraisal in Counseling	COUN 5470 Career	COUN 5610 Drug and Addiction Counseling for Counselors	COUN 5720 Internship	COUN 5720 Internship
COUN 5710 Counseling Theories	COUN 5480 Dx and Tx	COUN 5200 Counseling Adolescents Or COUN 5700 Intro to PT Or Couples Counseling	COUN 5580 Family Counseling Or COUN 5640 Group PT	COUN 5690 Practicum	COUN 5300 Counseling in Community	COUN 5500 Human Sexuality in Counseling
COUN 5100 Counseling Professional Orientation and Ethical Practice	COUN 5670 Development Processes	COUN 5790 Diversity	COUN 5660 Advanced Counseling	COUN 5740 Group Counseling	COUN 5490 Crisis Intervention for Counseling	

Blue = Adult track, Pink = Child track,

# Degree Plan Changes

## Change in Course(s)

For degree-seeking students, application for graduation will be approved only if all courses, as listed on the filed degree plan or on filed degree plan changes, have been completed. Thus, it is very important that you have an accurate degree plan on file. Changing your plan is easy

1. Obtain and complete a "[Master's Degree Plan Change and/or Committee Composition Change Form](#)" from the Blackboard program webpage.
2. Submit the completed form with a note that includes your current phone number and/or email address to the Program coordinator, Dr. Cyndi Matthews
3. If your advisor has no questions, (s)he will sign, date, file the form in your file, and route it for all remaining approvals. If your advisor has questions or concerns, he or she will contact you to discuss and modify is necessary.
4. Allow two weeks, then check with the program chair to make sure the signed form is in your file. This form constitutes your permission to take the course.

*NOTE: Advisors and administrators have the right to decline degree plan change requests. To ensure the course will count toward your degree, you must process a degree plan change prior to taking the course.*

# BEGINNING A NON-DEGREE TRACK

## ADMISSION

The non-degree tracks are for students who already hold a master's degree in Counseling. In Texas, certification is required to counsel in the public school; licensure is required to counsel outside the public school or religious setting. Applicants seeking admission to the Counseling Program should be aware that Texas State Boards for certification and licensure, as well as credentialing boards of other states and some professional organizations, run criminal history checks on all applicants for licensure or certification. The applicant with a criminal background who seeks professional credentials should contact the appropriate Board prior to enrollment in the program to determine eligibility for certification and/or licensure.

Applicants needing COUN 5720, COUN 5721, and/or more than nine (9) hours of coursework must go through the Counseling Program admission process. Graduates of the UNT Counseling Program are exempted from this requirement.

Admission is initially provisional.

1. Upon receiving a letter of provisional admission, the student should contact the Counseling Program office to submit either their School Counselor Certification Completion Plan or Licensed Professional Counselor Completion Plan. The plan should be on file in the Counseling Program office **prior to beginning** any Counseling Program courses.
2. The student must have a signed "Understanding and Acknowledgement" (see last page of this handbook) on file in the Counseling Program office **by the end of the first semester** of enrollment in the Counseling Program.  
NOTE: For items 1 & 2 above, it is the **student's responsibility** to ensure that the required documents are on file by the deadline. Failure to meet this requirement can result in the student being dropped from Counseling Program coursework.
3. The student's progress is evaluated by the counseling faculty at the end of COUN 5680 or first semester of enrollment in the program, whichever comes first. (See the 5680 evaluation forms) For this initial evaluation, the student's progress is evaluated on the basis of the demonstration of adequate subject matter knowledge and the personal characteristics and interpersonal skills required for counseling.

After the progress review, and upon confirmation that the student has completed items #1 and #2 above, the counseling faculty either removes the provision on the student's admission and recommends that the student continue the program or reserves the right to withdraw the student from the program.

Following this initial evaluation, the student will be routinely evaluated throughout the program on the criteria of knowledge, personal characteristics, interpersonal skills, and counseling skills to determine if progress is adequate, if remedial work is needed, or if the student should discontinue the program. Any evaluation that results in a decision for remediation or withdrawal follows the procedure specified for review of student competency described later in this Handbook under the Policies and Procedures section, Student Retention Policy topic. The number of students accepted into non-degree tracks will depend on the resources of the program faculty.

# SCHOOL COUNSELOR CERTIFICATION

Individuals who already hold a master's degree in counseling may pursue the elementary or secondary public School Counseling Certification Endorsement track. By the time the student completes the required coursework, (s)he must also have two years of teaching experience in an accredited school and pass the TExES Counselor test to become certified as a public school counselor in Texas. Individuals seeking certification in other states are urged to contact the relevant state(s) because their requirements may differ. Although Texas issues only one type of counseling certificate for P-12, the Counseling Program will endorse a graduate only for the track (elementary or secondary) that he or she completed. Students pursuing this track must have a completed School Counseling Certification Completion Plan on file in the counseling office prior to enrollment in the first counseling (prefix COUN) course.

## **Requirements for admission**

1. A completed master's degree in counseling.
2. Applicants with a master's degree in counseling from an institution other than UNT or UNT Dallas must be admitted to the UNT Dallas counseling master's degree program and may be required to complete at least 12 hours of coursework in the program, including possible repetition of advanced clinical coursework, for the UNT Dallas Counseling Program to endorse the candidate for school counselor certification.
3. Unofficial transcripts of ALL GRADUATE COURSEWORK sent to the Counseling Program Office. There, an official School Counselor Certification Completion Plan will be completed. The outcome of this deficiency analysis will determine whether
  - o You may apply to the Toulouse School of Graduate Study and, upon acceptance, proceed with coursework, or
  - o You must also apply to the Master's Program in Counseling before proceeding with coursework.

## **Requirements for school counselor certification**

To be certified as a public school counselor in Texas through the UNT Dallas Counseling Program, one must complete the courses (or their equivalents) listed on the Certification Completion Plan form in addition to meeting the following requirements as established by SBEC.

1. Master's degree in Counseling.
2. Two years of teaching experience (as teacher of record, not as a substitute teacher) in a school accredited by the State Board for Educator Certification or by the Texas Private School Accreditation Commission
3. Passing score on TExES: Counselor (taken after completion of deficiency coursework)

Local districts may have additional requirements. Other states may have different requirements. To ascertain these requirements, the candidate must contact the district or state in which employment may be sought.

In order to find state certification requirements outside the state of Texas, contact the American School Counselor Association at [www.schoolcounselor.org](http://www.schoolcounselor.org)

**University of North Texas at Dallas**  
**Division of Education**  
**Counseling Program**  
**School Counselor Certification Completion Plan**

Individuals who already earned a master's degree in counseling, but who do not yet meet educational requirements for Certification as a School Counselor in Texas may apply for the UNTD School Counselor Certification Completion plan. By the time the student completes the required coursework, (s)he must also have two years of teaching experience in an accredited school and pass the TExES: Counselor test to become certified as a public school counselor in Texas. Individuals seeking certification in other states are urged to contact the relevant state(s) because their requirements may differ.

Name: \_\_\_\_\_ Phone: \_\_\_\_\_ E-mail: \_\_\_\_\_

Address: \_\_\_\_\_

Master's Degree: \_\_\_\_\_  
Major Granting Institution Date of Graduation

Do you have a Texas Teaching Certificate? \_\_\_ Yes \_\_\_ No

What was the date and score on your TExEs Exam \_\_\_\_\_  
Date Score

Do you have two years of creditable, continuous teaching experience at an accredited school? \_\_\_ Yes \_\_\_ No

Teaching Experience \_\_\_\_\_  
Number of Years/Dates Accredited School

Each student must complete all requirements within elementary OR secondary school track and 600 hrs clinical experience in appropriate settings.

	Course Needed	Course Completed	Institution	Grade	UNT 3hour Course Requirement
Elementary School					COUN 5461 Professional School Counseling
					COUN 5700 Introduction to Play Therapy COUN 5640 Group Play Therapy
Secondary School					
					COUN 5200 Counseling Adolescents
					COUN 5610 Drug & Addiction Ed
Clinical Experience					COUN 5720 Internship I – School Setting (300 hours)
					COUN 5721 Internship II – School Setting (300 hours)

This form is an unofficial worksheet that constitutes the UNTD Counseling Program faculty's best judgment regarding

certification and endorsement requirements. The official UNTD School Counselor Certification Completion Plan is issued by the Graduate Admissions office. Ultimate responsibility for meeting requirements rests with the student. Each student is strongly urged to obtain a copy of current requirements from the office of the State Board for Educator's Certification (SBEC), formerly Texas Education Agency, at [http://www.tea.state.tx.us/Guidance\\_Counseling\\_FAQ.html#q4](http://www.tea.state.tx.us/Guidance_Counseling_FAQ.html#q4).

**STUDENTS NEEDING COUN 5720, COUN 5721, and/or MORE THAN NINE (9) CREDIT HOURS MUST GO THROUGH THE MASTER'S ADMISSION PROCESS and be admitted to the Counseling Program before enrolling in any deficiency coursework. Admission materials can be found at <http://dallas.unt.edu/admissions/graduate> The Counseling Program faculty reserves the right not to accept credit for deficiency coursework completed before prerequisites to that coursework, such as admission to the Counseling Program, were completed.**

**Please send copies of transcripts along with this form** to UNTD Graduate Admissions, 7300 University Hills Blvd., Dallas Texas, 75241-4600.

\_\_\_\_\_  
Students Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Faculty Advisor

\_\_\_\_\_  
Date

# PROFESSIONAL COUNSELOR LICENSURE COMPLETION PLAN

The individual who already holds a master's degree in counseling, but who does not meet all requirements for Licensure as a Professional Counselor in Texas, may pursue the Professional Counselor Licensure Endorsement track. Students pursuing this track must have a completed Licensed Professional Counseling Completion Plan on file in the counseling office prior to enrollment in the first counseling (prefix COUN) course.

## **Requirements for admission**

1. A completed master's degree in counseling.
2. Applicants with a master's degree from an institution other than UNT or UNT Dallas must be admitted to the UNT Dallas counseling master's degree program and may be required to complete at least 12 hours of coursework in the program, including possible repetition of advanced clinical coursework, for the UNT Dallas Counseling Program to allow the student to continue in coursework required for Texas licensure.
3. Unofficial transcripts of all graduate coursework sent to the Counseling Program Office. There, an official Licensed Professional Counseling Completion Plan will be completed. The outcome of this plan analysis will determine whether
  - You may apply to the Toulouse School of Graduate Study and, upon acceptance, proceed with coursework, or
  - You must also apply to the Master's Program in Counseling before proceeding with coursework.

## **Requirements for Texas LPC**

Students may download the most recent copy of the Texas LPC Code, application information, and application forms by visiting [http://www.dshs.state.tx.us/counselor/lpc\\_forms.shtm](http://www.dshs.state.tx.us/counselor/lpc_forms.shtm)

In order to find state licensing requirements outside the state of Texas, consult the National Board for Certified Counselors at [www.nbcc.org](http://www.nbcc.org)



**University of North Texas at Dallas  
Division of Education  
Counseling Program**

**Licensed Professional Counselor Completion Plan**

Individuals who already earned a master's degree in counseling, but who do not yet meet educational requirements for a license in professional counseling in Texas may apply for the UNTD Licensed Professional Counselor deficiency option. However, to obtain a License in Professional Counseling, the State of Texas stipulates additional requirements such as passing the national counseling exam and obtaining 3,000 clock hours of supervised clinical experience after the required course work has been obtained. Consult the Texas Department of Health website for details at <http://www.dshs.state.tx.us/counselor/default.shtm> Individuals seeking licensure in other states are urged to contact the relevant state(s) because their requirements may differ.

Name: \_\_\_\_\_ Phone: \_\_\_\_\_ E-mail: \_\_\_\_\_

Address: \_\_\_\_\_

Master's Degree: \_\_\_\_\_

Major                                      Granting Institution                                      Date of Graduation

Course Needed	Course Completed	Institution	Grade	UNTD 3hr Course	Licensure Requirement
				COUN 5670 Developmental Proc.	Normal growth & development
				COUN 5480 DX and TX	Abnormal human development
				COUN 5765	Appraisal
				COUN 5710	Counseling theories
				COUN 5680	Counseling methods individual
				COUN 5740	Counseling methods groups
				EPSY 5050	Research
				COUN 5470	Lifestyle and career development
				COUN 5790	Social, cultural, and family
				COUN 5100	Professional orientation & Ethics
				COUN 5300	Systems Leadership in Community Counseling
				COUN 5290	Practicum
				Elective 1: COUN	Counseling methods/techniques  Electives chosen in consultation with advisor
				Elective 2: COUN	
				Elective3: COUN	
				COUN 5720 (CMHC Internship – 300hrs)	Practicum- clinical (300 clock hours)
				COUN 5721 (CMHC Internship – 300hrs)	

Licensure may be denied by the Licensure Board on the basis of certain felony convictions. If you have been convicted of a felony, contact the Licensure Board (800-580-8144) to determine the effect on your potential for licensure.

This form is an unofficial worksheet that constitutes the UNTD Counseling Program faculty's best judgment regarding certification and endorsement requirements. The official UNTD Deficiency Plan is issued by the Graduate Admissions office. Ultimate responsibility for meeting requirements rests with the student. Each student is strongly urged to obtain a copy of current licensure requirements from the Texas Department of Health website for details at <http://www.dshs.state.tx.us/counselor/default.shtm>

**STUDENTS NEEDING COUN 5720, COUN 5721, and/or MORE THAN NINE (9) CREDIT HOURS MUST GO THROUGH THE MASTER'S ADMISSION PROCESS and be admitted to the Counseling Program before enrolling in any deficiency coursework. Admission materials can be found at <http://dallas.unt.edu/admissions/graduate>**

This form must be completed, signed, and on file in the counseling program office prior to the student's enrollment in any courses indicated on this form. **Please send copies of transcripts along with this form** to UNTD Graduate Admissions, 7300 University Hills Blvd., Dallas Texas, 75241-4600.

\_\_\_\_\_  
Students Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
UNTD Counseling Program Coordinator

\_\_\_\_\_  
Date

# POLICIES AND PROCEDURES

The policies of the University of North Texas at Dallas are available online at <http://dallas.unt.edu/hr/policies>

All official policies related to students are listed as follows:  
Chapter 07 | Student Affairs, Education, and Funding [-]

[7.001 Code of Student Rights Responsibilities and Conduct](#)

[7.002 Code of Academic Integrity](#)

[7.003 Student Records](#)

[7.004 Disability Accommodations for Students](#)

[7.005 Student Attendance](#)

[7.006 Course Drop and or Withdrawal from UNTD](#)

[7.007 Grade Appeal](#)

[7.008 Involuntary and Voluntary Student Medical Withdrawal](#)

[7.009 Free Speech and Public Assembly](#)

[7.010 Annual Campus Security Report](#)

[7.011 Alcohol and substance abuse program](#)

[7.012 Student organizations and student government](#)

[7.013 Hazing](#)

[7.014 Student Travel](#)

## **Students with Disabilities (ADA Compliance):**

The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. Grades assigned before an accommodation is provided will not be changed as accommodations are not retroactive. For more information, you may visit the Student Life Office, Suite 200, Building 2 or call Laura Smith at 972-780-3632.

## **Academic Integrity:**

Academic integrity is a hallmark of higher education. Students are expected to abide by the University's code of academic integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Code of Academic Integrity at <http://www.unt.edu/unt-dallas/policies/Chapter%2007%20Student%20Affairs,%20Education,%20and%20Funding/7.002%20Code%20of%20Academic%20Integrity.pdf>

## Ethical / Legal Awareness

Any training relationship in which students take client/counselor roles is considered a client/counselor relationship and, therefore, subject to all the ethical and legal regulations governing such relationships. During the first semester of enrollment in the Counseling Program, the student must become familiar with the American Counseling Association *Code of Ethics* and the Ethical Standards of the Texas State Board of Examiners of Professional Counselors as well as with relevant aspects of the Texas penal code. Students receive a copy of the ACA Ethical Standards during COUN 5680 and again during the track-specific course in which ethical and legal issues are covered. Students are required to sign statements of ethical and legal awareness prior to beginning all clinical experiences.

## Diversity Awareness

The University of North Texas at Dallas maintains an atmosphere of openness and tolerance to produce a work and educational environment that offers equal opportunity to everyone. To promote this commitment, discrimination and harassment based on individual differences such as race, color, religion, sex, age, national origin, disability, veteran status, or sexual orientation is forbidden. In the counseling program, disrespectful verbal and nonverbal behavior and/or discrimination due to these individual differences as well as someone's marital or partnership status, gender identity, language preference, socioeconomic status, or physical appearance may result in dismissal from the program.

Counseling students must uphold their professional counseling duties by following the ACA Code of Ethics. Counseling students must be able to separate their own personal, religious-based views from their clients' views. Although counseling students may maintain their own values, they must honor and work within the value system of their clients. Counseling students should be aware that their own religious beliefs are not a sufficient reason to refer clients with differing values or beliefs if the counseling student has the clinical skills to address the client's presenting problem. Recent lawsuits (Keeton v Anderson Wiley; Ward v Wilbanks) uphold this standard.

## Tk20

The Counseling Program uses the UNT Tk20 Assessment System to facilitate systematic assessment and documentation of student attainment of learning outcomes. Thus, students are required to purchase a Tk20 account for a one-time only, non-refundable fee of approximately \$100. Students may purchase the program online (see payment link at <http://www.coe.unt.edu/tk20>). As an alternative, students may purchase Tk20 as they would a book from the campus bookstore. Although the price may be higher at the bookstore, this option will allow for requisite compensation from your financial aid if you are eligible. The account activation fee is considered a professional expense incurred as part of the completion of a professional program. You will have access to your account for 7 years from the date of activation.

## Information and Technology

The Information and Technology Shared Services Help Desk is the point of contact for all computer related questions or problems at UNT Dallas. The help desk staff will log all issues and either assist directly or route the request to the appropriate individual. The UNT Dallas help desk can be reached at **972-338-1445**. To use the computer network at UNT Dallas, you will need a EUID. This EUID is provided by the UNT Dallas Admissions department after students are admitted into the program.

UNT Dallas uses software called Blackboard for all courses. Professors will post pertinent course information, materials, and grades on Blackboard. To access Blackboard, log on at <http://learn.unt.edu> If you need help with Blackboard, call **940-565-2324**.

# Endorsement Policy

At various times, students require an endorsement (verbal or written recommendation) from their program in order to gain employment or credentials. A graduate will be endorsed by counseling faculty only for a position or credential for which the graduate has been prepared. Internship site supervisors also are urged to follow this policy.

Students should be aware of this policy and seek endorsement only for employment and credentials for which the relevant track has been completed. If the student chooses to complete the coursework and field experience requirements for additional tracks, she/he will be endorsed for those tracks as well.

# Required Counseling Experiences

## Individual Counseling

The Counseling Program requires each counseling student to be a client in ten (10) sessions of individual counseling with the same qualified mental health professional. The purpose of this requirement is threefold:

- 1) The student has the experience of being a client,
- 2) The student has an opportunity for personal growth, and
- 3) The student has an opportunity to address issues that might otherwise limit his/her effectiveness in the counselor role.

•Students taking COUN 5710 are accountable to their instructor regarding this requirement.

•Students not taking COUN 5710 fulfill the requirement during their first semester in the Counseling Program and are accountable to their advisor.

Students may complete the counseling requirement in one of several settings. These options are listed below in the order in which they are most frequently chosen by counseling students.

The counseling student should realize that mental health professionals in any setting are bound by rules of confidentiality. These rules specify that the professional may not disclose any information about a client to any unauthorized party without the client's permission. However, please note that counseling students' disclosure of information related to problematic behaviors on the Personal Characteristics Checklist may be reported to counseling program faculty so that a remediation plan can be developed. When you begin your counseling experience, your counselor will provide you with informed consent documents and should engage you in a discussion regarding your rights and responsibilities as a client as well as others who will be involved in his or her supervision or peer consultations. Be sure to read documents carefully and ask questions so you understand how your counselor will handle your information.

Options:

- 1) **UNT Dallas Community Counseling Clinic** is the Counseling Program's practicum facilities. Master's students near the end of their programs provide counseling under faculty supervision. Counseling is provided with the same level of confidentiality that a client would find in any mental health setting.

Because this is an educational facility, all counseling sessions are video recorded so the counselor can review them. Sessions or session recordings also may be observed by the counselor's faculty supervisor, doctoral supervisor, and/or up to approximately seven practicum classmates; typically, only a small part of a session is observed by a few people. Recording and observation are intended to help the student counselor provide the best possible service to clients. A counseling student may receive the required ten sessions of counseling for a reduced rate of \$10 per session. The student may choose to continue beyond the required ten sessions for the regular center's fee (\$10 per session). If students are concerned that supervision of sessions by program faculty may hamper their willingness to engage genuinely, students are urged to exercise their option to seek counseling in a setting other than the UNTD CCC.

UNT Dallas Community Counseling center counseling sessions are usually offered two or three evenings each week. The UNTD CCC is located in the Rm 140, Building 1, UNT Dallas Campus. COUN 5710 students who wish to seek counseling at the UNTD CCC typically may indicate this on a sign-up sheet circulated during the first class meeting of the semester; this includes an opportunity to indicate preferred appointment times. Otherwise, appointments may be scheduled by contacting the UNTD CCC at 972/780-3646.

- 2) Students may fulfill the counseling experience through counseling with a licensed **mental health professional or a professional in training who is working under the supervision of a licensed mental health professional**. A student who is uncertain whether his or her counselor qualifies should consult the COUN 5710 instructor or

advisor. The student is responsible for paying the counselor's regular fee. If a student has had 10 sessions with the same qualified mental health professional during the calendar year prior to beginning the Counseling Program, this experience may fulfill the requirement; to determine if it does, the student should confer with the COUN 5710 instructor or advisor.

At the conclusion of the ten sessions, the student must obtain written verification from the mental health professional and provide it to the 5710 instructor or advisor. For counseling completed at the UNTD CCC, the student should request a completed form from the counselor at the end of the tenth session. In all other cases, the mental health professional needs only to sign a letter written on their professional letterhead that states, "This letter is to verify that (student's name) has completed ten individual counseling sessions with me."

To make the best use of the counseling sessions, the counseling student is encouraged to come to the first session with an identified issue or goal. If the student currently is not aware of any particular issue or goal, some valuable personal growth goals include: enhancement of some aspect of one's current life such as career, friendships, significant relationship(s), or self-concept; a deeper understanding of one's relationship to family of origin; or an exploration and clarification of one's beliefs and values. A counselor's self is his or her most important counseling tool; to develop that tool is to develop one's effectiveness as a counselor. The counseling requirement affords the counseling student the opportunity to develop as both a person and a professional.

### **Basic and Advanced Counseling Skills**

Students practice with each other in COUN 5680 and 5660. Practice is conducted in such a way that the "client" has role-playing options through which he or she can regulate self-disclosure and minimize dual relationships.

### **Group Counseling**

The Counseling Program also requires a personal growth group counseling experience. During enrollment in COUN 5740, students are required to participate in approximately ten group counseling sessions with other students from the class under the leadership of an experienced group counselor chosen by the instructor, typically a doctoral student in the Counseling Program. The counselor is supervised in a way that protects the confidentiality of group members.

# Appropriate Dress and Conduct

Per UNT Dallas policy, student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, and field trips. The Code of Student Conduct can be found at: <http://dallas.unt.edu/hr/policies>

Perhaps more importantly, enrollment in the Counseling Program is limited to graduate students who are preparing for careers as mental health professionals. Appropriate class attendance and participation is expected as just one component of professional responsibility. At all times, students are expected to demonstrate personal and professional characteristics consistent with the characteristics of professional counselors. This includes maintaining professional and courteous interactions in the classroom (being prompt, prepared, and remaining on-task throughout class) and during other interactions with faculty, staff, and peers.

Part of this expectation includes ensuring appropriate dress when entering a program clinic or center. The UNTD CCC is a professional counseling center for campus and community clients alike. In addition to serving faculty and fellow students, these clinics serve adult, youth, and child clients from many cultural and socioeconomic groups. Stakeholders may not differentiate between a student entering the clinic for role-plays, a student entering the clinic for class, and a student coming to class to provide direct services. It is imperative that all faculty, staff, and students present a neat and professional image while in the clinic. Because "professional judgment" may vary significantly from one person to the next, the CHDC provides the following dress code requirements

1. Appropriately fitting jeans are acceptable – see # 2 below.
2. Do not wear clothing that is torn, ripped, worn enough to "see through," badly frayed, stained, or patched.
3. Ensure that clothing is not wrinkled or rumpled beyond what would be expected after normal wear.
4. Skirts and dresses should be no shorter than ½ inch above the knee when seated.
5. Shorts are acceptable – provided they are no shorter than ½ inch above the knee when seated and would be appropriate for a casual business environment. This description eliminates athletic shorts of all kinds and shorts that advertise (anything) across the buttocks.
6. Clothing must cover the mid-section at all times.
7. Underwear worn as outerwear is unacceptable at all times. Shirts with shoulder spaghetti straps (including camisoles, lacy or otherwise) are unacceptable, except when worn as an undergarment with a jacket or other covering that is not removed while in the clinic.
8. Blouses/tops must not show cleavage.
9. Do not wear t-shirts or other tops that reflect personal opinions/biases, or phrasing that is not appropriate for a casual business environment. UNT Dallas t-shirts that conform to item numbers 2 & 3 above are acceptable.

Although this dress code is not required in didactic courses that do not meet in program clinics or centers for class or practice activities, the Counseling Program faculty *strongly* encourages students to begin practicing professional dress and behavior by adhering to these guidelines whenever engaged in COUN activities. Faculty members, supervisors, and teaching assistants who find themselves distracted by students' choices of clothing may share their concerns regarding students' professionalism and awareness of impact on others as part of our professional competency procedures.



# ACADEMIC POLICIES

## Progress to Degree

The UNT master's degree in counseling normally takes a *minimum* of six (6) semesters to complete if a student is attending school full time or 8 semesters if the student is attending part time. Sample timeline for students are listed above.

However, once admitted to the Counseling Program, a student may take much longer to complete one's degree. The College of Education has more stringent procedures regarding graduate student progress to degree than does the Graduate Catalog. The policy requires newly admitted students to begin coursework within a year and continuing students to enroll in at least one course per long semester. The policy also expects full-time students to complete 48-hour programs in 3 years and part-time students to complete 48-hour programs in 5 years. The policy includes allowances for time extensions and approved leaves of absence up to the 7 year graduate school window. To view the policy in its entirety, please visit

<https://www.coe.unt.edu/system/files/57/2000/COE%20Grad%20Student%20Progress%20FINAL.docx>

## Course Sequence & Registration

The student is responsible for meeting prerequisites for, and following the sequence of, courses listed on his/her course plan. A student enrolled for a course for which she/he does not meet prerequisites may be administratively dropped from the class prior to or after the class begins. For more specific information regarding satisfactory progress and clinical course sequence, see the section on PRACTICUM AND INTERNSHIP INFORMATION that appears later in this Handbook.

**Closed courses & waitlists** After the first semester of the program, students may take advantage of **early registration**. In the event that a Counseling Program course is closed, students should continue to check for availability throughout early registration. If the student still needs a space after early registration, the student may contact the Counseling Program office and ask to be added to the waitlist. Please do not contact instructors individually.

## Requirements for Completion of COUN 5710

By the end of the COUN 5710 course students must submit to instructor AND to program office a copy of the following three items:

- 1) A signed "Understanding and Acknowledgment" (last page of Master's Student Handbook)
- 2) A completed degree plan (approved by the class instructor)
- 3) Verification of having completed 10 counseling sessions. (Details on page 61 of this manual.) In the event you are not able to complete the 10 sessions in the semester you are attending this course, it is your responsibility to contact the program office.

**If these 3 items are not on file in the program office students may be administratively dropped from existing classes and blocked from future classes.**

# Satisfactory Progress Policy

The UNT Counseling Program faculty is committed to the use of grades to characterize accurately each student's level of mastery of course material. The faculty has affirmed that, in graduate school, "B" is the expected grade. Grades below "B" reflect inadequate performance in coursework. A grade of "A" is reserved to reflect outstanding performance.

**Students must earn grades of B or higher in all COUN-prefix courses. In didactic courses, students have unlimited attempts to earn an A or B. If a student takes any clinical course (COUN 5680, 5660, 5740, 5690, 5720, and 5721) twice without achieving a grade of B or higher, continuation in the Counseling Program is by successful grade appeal only.**

Many COUN courses are competency-based. Thus, even if students average an "A" throughout the course, failure to meet competency criteria at end of semester (e.g., counseling skill, ethical awareness, professionalism) may result in a C or F for the course. At the beginning of each course, the instructor will provide the students with a syllabus that includes grading criteria for the course. Students are encouraged to familiarize themselves with the grading criteria for each course and to seek clarification from the course instructor as needed.

## Incompletes

An incomplete is a non-punitive grade given only during the last one-fourth of a term/semester and only if a student (1) gives notice to the instructor of being required to participate in active military service; or (2) is passing the course and has justifiable reason why the work cannot be completed on schedule. The student must arrange with the instructor to finish the course at a later date by completing specific requirements that the instructor must list on the grade roster. All work in the course must be completed within the specified time (not to exceed one year after taking the course).

UNT Dallas policy does not allow for grade changes after one calendar year. The student must follow a specified procedure to have an "incomplete" grade removed, including seeing that his/her instructor files a "Change of Grade Form" with the Registrar.

A student may not take any further courses for which the "incomplete" course is a prerequisite. For example, a student with a grade of "incomplete" in COUN 5710 may not take any course for which COUN 5710 is prerequisite. All incompletes, regardless of prerequisite status, must be removed prior to enrollment in COUN 5720/5721 Internship in Counseling I and II.

## American Psychological Association Publication Style

The Counseling Program faculty requires that all papers written for counseling courses conform to American Psychological Association (APA) publication style. The current edition of the *Publication Manual of the American Psychological Association* is a **required** text for the introductory courses in the Counseling Program. During these courses, instructors assist students in becoming fluent in the use of APA style. Students are encouraged to retain a copy of the *Publication Manual* as a reference throughout their coursework in the program. Instructors may allot a portion of grades on assigned papers to conformity to APA format.

## Professional Journal Access

UNT Dallas libraries include extensive access to books and journals relevant to the practice of professional counseling. Some journals that the UNT library system carries will be shown as being unavailable if a "JOURNAL" search is done in the on-line catalog. The availability of the journals can be confirmed by entering the title of the journal under a "TITLE" search. Examples of this are *The Family Journal* and *The Journal of Mental Health Counseling*. Please be sure to consult a librarian if you have questions regarding resources available to Counseling Program students.

# Academic Integrity and Academic Misconduct

The UNT Dallas Code of Academic Integrity is listed at

[http://dallas.unt.edu/sites/default/files/page\\_level2/pdf/policy/7.002%20Code%20of%20Academic\\_Integrity.pdf](http://dallas.unt.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.pdf)

As discussed in the UNT Graduate Catalog ([www.unt.edu/catalog/grad](http://www.unt.edu/catalog/grad)):

“The following statement on academic misconduct, adopted by the Graduate Council, is based on the *Code of Student Conduct*.

The term “cheating” includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests or examinations; (2) dependence upon the aid of sources specifically prohibited by the instructor in writing papers, preparing reports, solving problems or carrying out other assignments; (3) the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; (4) dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); (5) any other act designed to give a student an unfair advantage.

The term “plagiarism” includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. Plagiarism also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

Specific penalties can be assigned by a faculty member for certain cases of academic misconduct (including cheating and plagiarism). These penalties include: giving a failing grade for the test or assignment; reducing or changing the grade for the test, assignment or course; requiring additional academic work not required of other students; assigning a failing grade in the course. Other specific penalties can be recommended by a faculty member to the appropriate administrative/academic authority, including denying of the degree, expulsion from the university or revocation of a degree already granted.

All graduate students are responsible for making themselves aware of the definitions and implications of academic misconduct. For further information on academic misconduct, penalties and appeal procedures, the student should refer to the *Code of Student Conduct*.”

Given the high levels of personal and professional integrity required of professional counselors, academic integrity is an ethical concern of utmost importance in the UNT Dallas Counseling Program. UNT Counseling Program students may be required to submit research papers and other written work electronically so that the instructor can use anti-plagiarism software (e.g., turnitin.com) to validate the originality of the student’s work. Students, who engage in academic misconduct, including falsification or elaboration of practicum and internship hours, are subject to Counseling Program Competency Concern action in addition to UNT Academic Integrity procedures.

# Identification of a Guiding Counseling Theory

The counseling faculty requires that each student identify a guiding theory of counseling. One's guiding theory is the established theory that most closely aligns with one's beliefs about the nature of people, the development of personality, how people change, and how counseling facilitates change. Counseling students are introduced to the established theories of counseling in COUN 5710. The established theories from which a student may choose are behavioral counseling, cognitive counseling, family systems counseling (specifying a particular family systems approach), individual psychology, person-centered counseling, rational-emotive-behavioral counseling, and reality therapy. At the end of 5710, students are asked to make a preliminary decision about the guiding theory with which their beliefs most closely align. In COUN 5660 Advanced Counseling Skills, each student writes a guiding theory position paper, and the identified theory becomes the basis for supervision in that course and all remaining clinical courses in the program.

Identification of a guiding theory carries some potential disadvantages. However, the counseling faculty believes that the advantages are greater. The beginning counselor conceptualizes people from one internally consistent perspective. The beginning counselor then masters one approach to counseling rather than being overwhelmed by numerous points of view and techniques. Basic counseling skills are used in every theory of counseling; these are the focus of COUN 5680 and 5660. Specific change techniques that arose from theories other than one's guiding theory and that are philosophically consistent with one's guiding theory may be incorporated; this is known as theoretical consistency and technical eclecticism. And finally, the ability to justify one's treatment on the basis of a guiding theory that is part of the recognized standard of care is one of the counselor's best defenses in case of being charged with malpractice.

Students often feel challenged in the process of uncovering their basic beliefs about people and identifying the established theory that most closely resembles those beliefs. The counseling faculty is available to assist students in this process. Students are encouraged to read in greater depth about their potential guiding theories between COUN 5710 and COUN 5660 to facilitate the guiding theory identification process.

## Advisors

A faculty advisor is assigned to each degree seeking student during COUN 5710 and non-degree seeking student upon admission to the program and before enrollment in the first counseling (prefix COUN) course. The student is expected to consult with the advisor as needed during progress through the program. Consultation with an advisor is required for completing a degree plan, changing a degree plan, and addressing questions and concerns about the program that are not addressed in this Master's Handbook, the Graduate Catalog, or the Schedule of Classes. Other occasions may arise when advisor consultation is required or desired. When in doubt about any issues or concerns about your program of study or progress in the program that cannot be answered by program or university print resources, consult your advisor.

Advisors are assigned based on counseling tracks as follows:

Faculty Member	Email	Advisees Assigned Based on Track
Dr. Jennifer Baggerly	<a href="mailto:Jennifer.Baggerly@untdallas.edu">Jennifer.Baggerly@untdallas.edu</a>	<ul style="list-style-type: none"><li>• Non-degree seeking students</li><li>• Adult Clinical (A-H)</li></ul>
Dr. Trigg Even	<a href="mailto:Trigg.Even@untdallas.edu">Trigg.Even@untdallas.edu</a>	<ul style="list-style-type: none"><li>• School Counseling</li></ul>
Dr. Yu-fen Lin	<a href="mailto:Yu-fin.Lin@untdallas.edu">Yu-fin.Lin@untdallas.edu</a>	<ul style="list-style-type: none"><li>• CMHC Child/Adolescent</li></ul>
Dr. Cyndi Matthews	<a href="mailto:Cynthia.Matthews@untdallas.edu">Cynthia.Matthews@untdallas.edu</a>	<ul style="list-style-type: none"><li>• CMHC Adults (T-Z)</li></ul>
Dr. Dean Aslinia	<a href="mailto:Shahab.Aslinia@untdallas.edu">Shahab.Aslinia@untdallas.edu</a>	<ul style="list-style-type: none"><li>• CMHC Adults (I-S)</li></ul>

# Grievance and Grade Appeal Process

The UNT Dallas grade appeal process is described in full at [http://dallas.unt.edu/sites/default/files/page\\_level2/pdf/policy/7.007%20Grade%20Appeal.pdf](http://dallas.unt.edu/sites/default/files/page_level2/pdf/policy/7.007%20Grade%20Appeal.pdf)

The following is a synopsis of the graded appeal process.

1. Any student who wishes to complain about a final course grade must first discuss the matter with the faculty member of record. The discussion with the faculty member must occur as soon as possible after assignment of the grade and under no circumstances will a faculty member entertain a student's complaint any later than one week after the start of the academic term following the assignment of the grade. The faculty member must inform a student of a decision within three (3) days of meeting with the student.
2. The student who is unable to resolve the differences with the instructor may submit a written petition for appeal to the chair of the department within three (3) days of meeting with the student. A formal petition for a grade appeal may only be considered based on a concern that the final grade in a course was assigned arbitrarily or based on prejudice or was assigned in error. Students bear the burden of proof to support their petition.
3. Within five (5) business days of receiving a student petition, the program coordinator (PC) will meet with the student to review the petition. If the PC believes that the student's petition may have merit, within three (3) business days after meeting with the student, the chair will consult with the faculty member to consider an amicable solution.
4. After consulting with the program coordinator the faculty member may choose to let the grade remain or change the course grade. Notice will be provided to the student no later than two (2) business days after the most recent meeting between the PC and the faculty member resulting in a decision on the grade appeal.
5. If a student's concern remains unresolved after review by the PC, the student may submit a written request for appeal to the chair of the division within three (3) business days after the decision from the division chair is communicated. The chair may either review the appeal on her own or appoint a committee of three (3) faculty members. The chair
6. will inform the student of the decision to uphold or overturn the final course grade.

# Student Retention Policy

A common counselor education standard of practice, based on CACREP standard I.P. is for “program faculty to conduct a systematic developmental assessment of each student’s progress throughout the program, including consideration of the student’s academic performance, professional development, and personal development. Consistent with the established institutional due process policy and the American Counseling Association’s (ACA) code of ethics and other relevant codes of ethics and standards of practice, if evaluations indicate that a student is not appropriate for the program, faculty members help facilitate the student’s transition out of the program and, if possible, into a more appropriate area of study (CACREP, 2009, p. 85).”

The Counseling Program faculty uses the following methods to engage in systematic, developmental assessment of each student’s progress:

<b>Time</b>	<b>Method of Review</b>	<b>Gateway</b>
Prior to Admission	Holistic review of academic and professional credentials, recommendations, personal statement, group interview interactions	Provisional acceptance to program
First Semester	End of course student evaluation – COUN 5680 and 5710 Professional Counseling Performance Evaluation (PCPE) – COUN 5680 Personal characteristics checklist B or higher in COUN 5710 and 5680 (2 attempts)	Full acceptance to program
Mid-Program	End of course student evaluation – COUN 5660 Professional Counseling Performance Evaluation (PCPE) – COUN 5660 B or higher in COUN 5660 (2 attempts)	Practicum application approved when prereqs met
End of Program	Professional Counseling Performance Evaluation (PCPE) – COUN 5690 B or higher in COUN 5690 and 5740 (2 attempts)  Professional Counseling Performance Evaluation (PCPE) – CMHC, SC, SACC B or higher in COUN 5720 and 5721 (2 attempts) Comprehensive Professional Counseling Examination (PCPE) (MS only)	Internship application approved when prereqs met  Cleared to graduate when internships completed and CPCE passed (if applicable)

Further, the Counseling Program faculty has adopted a series of key assessments that require students to demonstrate knowledge and learning outcomes for the course. Students upload key assessments to Tk20, and instructors evaluate progress and identify areas for remediation using standardized rubrics. Students not meeting learning outcomes associated with courses may be required to do additional work before moving on. See course syllabi for those assignments designated as “KEY”.

In addition to the program gateways identified above, students are evaluated throughout the Counseling Program on the criteria of knowledge, personal characteristics, interpersonal skills, and counseling skills to determine if progress is adequate, if remedial work is needed, or if the student should be withdrawn from the program. At any faculty meeting, a faculty member may bring up a student about whom the faculty member has concerns. In addition, the faculty specifically addresses concerns at the last faculty meeting of each semester. Any decision involving remediation or withdrawal follows the procedure specified for Reviewing Student’s Professional Competency that appears on the following pages.

## Procedures for Reviewing Student's Professional Competency

Potential counseling effectiveness cannot be assessed in the same manner as academic performance in typical college classes. Students training to become effective counselors must honor various value systems, communicate effectively, be open-minded, tolerate ambiguity, exhibit a high degree of patience, and demonstrate emotional stability as well as self-acceptance. These behaviors and personal characteristics must be consistently maintained throughout the counseling program in order to demonstrate counseling students are fit for the profession of counseling. The professional judgment of counselor educators is a necessary and vital part of the total assessment program.

It is the objective of the Counseling faculty to identify concerns about student competency as early as possible and to initiate the necessary procedures for addressing the concerns. To implement this procedure in a systematic manner, each COUN 5680 instructor will complete an End of Course Evaluation on each student in the course. These completed forms will be filed in the students' folders. Following this initial evaluation, the student is routinely evaluated on the criteria of personal characteristics, knowledge, interpersonal skills, and counseling skills to determine if progress is adequate, if remedial work is needed, or if the student should be withdrawn from the program. This evaluation is particularly stringent in the master's level clinical classes of COUN 5660, 5680, 5690 and 5720/5721.

1. Students with competency concerns should be identified by mid-semester evaluations or as soon thereafter as possible. When an instructor believes a student is not making adequate academic, clinical, or personal progress in a course, the instructor will complete a Professional Competency Report and Requirements form, will confer with the student, and will provide the student and the program coordinator with a copy of the form. The concern will be presented to the faculty at the next regular faculty meeting as an information item.
2. If the student decides to follow the counsel of the instructor regarding (a) specified remedial procedures or (b) exit from the program, the remainder of these procedures will not be implemented. If the student believes the evaluation is inequitable and is unwilling to follow the specifications on the Professional Competency Report and Requirements form, the instructor will inform the student to contact the program coordinator immediately to follow through on the evaluation process. The student must contact the program coordinator within three (3) class days following the conference with the instructor or the student forfeits the right to an appeal and the instructor's specifications will stand.
3. In cases of appeal, the program coordinator will seek a resolution with the instructor and the student. If no resolution is reached, the program coordinator will refer the matter to the program coordinator who will appoint an ad hoc hearing committee of three (3) faculty members, normally within three (3) class days of receipt of the student's appeal. The committee will be composed of one faculty member designated by the instructor, one faculty member designated by the student, and one faculty member designated by the program coordinator who will serve as chair of the ad hoc committee.
4. The committee will require a written statement from the instructor and the student and then will hold an oral hearing where the views of the instructor and the student will be heard.
5. The committee will determine whether the student will continue in the program without restriction, will continue in the program with remedial work, or will be withdrawn from the program. The committee will make specific recommendations related to their findings within ten (10) days of its appointment. The decision will be conveyed to the instructor, the student, and the program coordinator in writing.
6. All records in the case will be filed in the student's departmental file.
7. Once a Professional Competency Report and Requirements form has been completed for a student, future instructors will be asked to complete a Student Competency Progress Report form at about midterm.
8. Students have unlimited opportunities to pass didactic courses with a grade of B or higher. Students have two opportunities to pass clinical courses (COUN 5660, 5680, 5740, 5690, 5720, 5721 5740) with a grade of B or higher. Failure to do so will result in withdrawal from the program.



**Student's Professional Competency Report and Requirements**

Student's Name \_\_\_\_\_ Instructor \_\_\_\_\_

Student ID # \_\_\_\_\_ Course \_\_\_\_\_ Date \_\_\_\_\_

1. The following concerns regarding the above student's professional counseling competency have been noted. If the concerns involve the student's personal characteristics, a completed Personal Characteristics Checklist is attached.

2. The following constitute:  
\_\_\_\_ the requirements for the student to continue in this course and/or the Counseling Program. These requirements may change as the student's progress is assessed.  
or  
\_\_\_\_ the specification of student withdrawal from the program.

\_\_\_\_\_  
Instructor's Signature

\_\_\_\_\_  
Date of conference with student

Student check all that apply:

- \_\_\_\_ I understand and have received a copy of this Student's Professional Competency Report and Requirements form.
- \_\_\_\_ I agree to the specified requirements or to withdrawal from the program, as specified above.
- \_\_\_\_ I have received a copy of the Procedures for Reviewing Student Professional Competency.

\_\_\_\_\_  
Student's signature

\_\_\_\_\_  
Date of conference with Instructor

**Counseling Program**  
**University of North Texas at Dallas**

**Personal Characteristics Checklist**

**Student Name:** \_\_\_\_\_

**Student ID:** \_\_\_\_\_

**Instructor Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

<b>Problematic Behavior Demonstrated (1)</b>	<b>Target Behavior Not Yet Demonstrated (2)</b>	<b>Target Behavior Demonstrated but not Consistent (3)</b>	<b>Target Behavior Consistently Demonstrated (4)</b>	<b>Rating and Comments</b>
1. Disregards others' feelings and perspectives either verbally or nonverbally			Empathic and understanding in both verbal and nonverbal behavior	
2. Insincere, duplicitous, or condescending either verbally or nonverbally			Genuine in both verbal and nonverbal behavior	
3. Overly critical, judgmental, or pushes own values either verbally or nonverbally			Accepting of others and others' values in both verbal and nonverbal behavior	
4. Rude or unpleasant expression of feelings and ideas			Respectfully expresses feelings and ideas in meaningful ways	
5. Defensive or unyielding to others			Willing to consider others' feedback with open mindedness	
6. Intolerant of ambiguity or overly anxious in uncertain situations			Tolerates ambiguity both verbally and nonverbally.	
7. Demanding or impatient verbal and non-verbal behavior			Exhibits a high degree of patience	
8. Emotional deregulation, easily threatened, overly anxious or angry, or consistently flat affect			Demonstrates emotional stability, personal security, strength, and confidence	
9. Inability to maintain appropriate eye contact and appropriate facial expressions			Demonstrates appropriate eye contact and appropriate facial expressions	
10. Inability to maintain appropriate voice tone, volume, and rate			Demonstrates appropriate voice tone, volume, and rate	
11. Inability to maintain open posture and minimal fidgeting			Demonstrates open posture and minimal fidgeting	
12. Dress is unprofessional for the setting and grooming is			Demonstrates professional dress and grooming for the	

unkempt			setting	
13. Demonstrates denigration or potential harm to self or unwillingness to understand own experiences, feelings, and thoughts			Demonstrate self-acceptance and self-understanding	
14. Unwillingness to communicate personal and professional limitations and does not refer clients as appropriate			Clearly communicates personal and professional limitations and refers clients as appropriate	
15. Unwillingness to initiate problem-solving through logic and intelligent inquiry			Demonstrates problem solving through the use of logic and intelligent inquiry	
16. Demonstrates disrespectful verbal or nonverbal behavior or indifference toward people due to their race, ethnicity, religion, gender, sexual orientation, disability, country of origin, or veteran status			Demonstrates respectful verbal and nonverbal behavior and concern for all people regardless of their race, ethnicity, religion, gender, sexual orientation, disability, country of origin, or veteran status	
17. Dishonest or deceptive behavior and communication with unwillingness to accept personal responsibility			Honest behavior and communication with willingness to accept personal responsibility	
18. Neglects or intentionally fails to follow professional ethics of the American Counseling Association.			Follows professional ethics of the American Counseling Association	
19. Unclear or irrational verbal or written communication or numerous grammatical errors.			Clear and rational verbal or written communication with proper grammar	
20. Unhealthy or illegal behavior including alcohol abuse or substance abuse or criminal activity while enrolled in program.			Healthy and legal behavior with no incidents of alcohol or substance abuse or criminal activity while enrolled in program.	

Scoring:

If a counseling applicant scores a “1” in any of the 20 items, then they will not be admitted to the program.

If a student scores a “1” in any of the 20 items at any time, then a remediation plan meeting must be developed and documented with the student. Prior to practicum, a student must score a “3” or “4” in all areas.

Prior to internship, a student must score “4” in most areas. Prior to graduation, a student must score “4” in all areas.

## Student's Professional Competency Progress Report

Please indicate the level of progress toward professional counseling competency demonstrated in your class by the student named below.

Student \_\_\_\_\_ ID # \_\_\_\_\_

Instructor \_\_\_\_\_  
Print Name Signature

Course \_\_\_\_\_ Date \_\_\_\_\_

LEVEL OF PROGRESS:

Satisfactory progress \_\_\_\_\_

Marginal progress \_\_\_\_\_

Unsatisfactory progress \_\_\_\_\_

COMMENTS:

(Include strengths and/or weaknesses and recommendations regarding the student)

# Student Evaluation of Courses and Instruction

Students have the right to provide comprehensive, anonymous feedback on all courses. They exercise that right through the department's approved course evaluation process. Results of student evaluations are among the data used to determine whether full time faculty members will be tenured and/or promoted from one academic rank to another, such as from assistant to associate professor, and whether adjunct faculty members will be retained. Because response rate is a datum included in these decisions, each student is urged to complete an evaluation for each course. Equally important, student feedback provides instructors with information to improve instruction for future students.

**SETE.** UNT requires that all courses be evaluated using the Student Evaluation of Teaching Effectiveness (SETE) (<http://sete.unt.edu>). Access to evaluations is in online format only, and students typically have access to evaluation during the last week of semester. Information regarding the completion timeline and access site will be distributed via my.unt.edu and most instructors will announce the URL to students in the final weeks of class. An independent office computes responses to quantitative items; results are reported to the instructor and the instructor's program coordinator as averages for each item, the class overall, and all of that instructor's classes. To protect student anonymity, instructors and their program coordinator receive students' responses in an aggregate, typed format.

# CLINICAL INSTRUCTION

## STATEMENT OF LIABILITY AWARENESS

In light of the prevailing legal climate and increased litigation in the United States today, it is increasingly apparent that students in training for the helping professions must have adequate liability coverage for themselves during the training period. The University of North Texas at Dallas and the State of Texas DO NOT provide legal protection for students in the event of legal problems arising in counseling practicum or internship settings.

In order to protect students in training who are providing direct client services, the Counseling Program requires each student to present evidence of adequate personal liability coverage. The student's insurance program must cover the counseling curriculum including on- and off-campus courses. Students must have insurance coverage in the minimum amount of \$1,000,000 incident/\$1,000,000 aggregate.

Students in training will choose their own insuring company. Sources that will insure students include:

ACA Insurance Trust, Inc.  
5999 Stevenson Avenue  
Alexandria, VA 22304  
800/347-6647 X284  
[www.hpsso.com](http://www.hpsso.com)

Texas Counseling Association  
1204 San Antonio, Suite 201  
Austin, TX 78701  
800/580-8144  
[www.txca.org](http://www.txca.org)

The foregoing sources may require that the student be a member of the respective professional organization (ACA or TCA) in order to receive coverage. In providing the names of the foregoing companies, the University is not endorsing them. It is the student's responsibility to evaluate the insurance available prior to choosing a particular company. The student may choose to use his/her own personal insuring agent if that company can provide satisfactory coverage.

Students will be asked to present evidence of coverage at the first class meeting of each course involving a clinical component. Evidence of coverage consists of a photocopy of the cover page of the insurance policy that shows the student's name, social security number, policy number, and dates of coverage. Courses involving a clinical component include but are not limited to:

Master's Students: COUN 5200, COUN 5640, COUN 5660, COUN 5680, COUN 5690, COUN 5700, COUN 5720, COUN 5721, COUN 5740, COUN 5790

Application forms for professional organization membership and professional liability insurance coverage are available in the Counseling Program office or the Dallas Community Counseling Clinic.

If a change occurs in a student's insurance during clinical course work, the student is required to notify the current instructor(s) immediately.

# TIMELINE FOR CLINICAL COURSEWORK IN COUNSELING

We recommend that students take all clinical coursework during the long semester (fall or spring) so they have time to accumulate the required number of hours of experience and to integrate their experiential learning. Students who choose to take Counseling Practicum in the summer must be available to provide counseling at least two nights a week to obtain the required hours.

1. **COUN 5660 Advanced Counseling Skills** is designed to be taken just prior to COUN 5690 Practicum and COUN 5740 Group Counseling. In COUN 5660 the student refines basic counseling skills and the techniques associated with her/his guiding theory. Each student counsels a fellow counseling student for at least five counseling sessions under close supervision. COUN 5660 must be completed with a grade of B or higher in order for the student to enroll in COUN 5690. Students have two opportunities to achieve the required grade. **Prerequisites:** COUN 5710, 5680, and 12 additional hours of COUN coursework.
2. **COUN 5740 Group Counseling Theories and Techniques** can be completed prior to COUN 5690 Practicum or concurrently with COUN 5690 Practicum. In COUN 5740, the student participates in a process group with peers and conducts a counseling group related to his or her track. **Prerequisite:** COUN 5660.
3. **COUN 5690 Practicum in Counseling** is designed to be taken just prior to COUN 5720 Internship in Counseling I. In COUN 5690 students provide counseling under close supervision to clients from the community and COUN 5710. The 3-credit-hour class meets at the UNTD CCC for 5-6 hours per week. Students must provide at least 40 hours of counseling to clients and must participate in minimum amounts of weekly group supervision, as well as individual and/or triadic supervision, in addition to other course requirements. See the Practicum Handbook for details. **Prerequisites:** EPSY 5050; COUN 5710, 5680, 5670, 5470, 5790, 5660, 5460/5290/5780, 5760/5730, 5700 (if applicable)

**Application for Practicum:** To be considered for practicum, students must submit a Practicum Application via Tk20. Typically, deadlines are November 15 for Spring practicum, April 15 for Summer practicum, and June 15 for Fall practicum. Announcements regarding specific timelines will be distributed in COUN 5660, COUN 5740, and via Blackboard. Once students are approved for practicum, students will receive instructions via email regarding practicum registration procedures.

**Required Orientation prior to Practicum:** All Practicum students are required to attend Practicum Orientation, typically held a week prior to the first night of Practicum class. Students may see clients in practicum **only** after having attended Practicum Orientation.

4. **COUN 5720 Internship in Counseling I and COUN 5721 Internship in Counseling II.** Students must take COUN 5720 and 5721 in sequential semesters. Internship is the final activity in the students' programs and is intended to provide them with the opportunity to engage in all of the activities of a regularly employed staff member in a community organization compatible with their program track. Students must provide at least 120 direct (and 300 total) hours of counseling services during *each* internship semester. Counseling activities occur under supervision of approved supervisors at approved sites relevant to students' tracks. The Counseling Program faculty will provide opportunity for discussion of professional issues related to the practice of counseling through a scheduled seminar. More information regarding Internship may be available from Dr. Yu-fen Lin at [yu-fen.lin@unt.edu](mailto:yu-fen.lin@unt.edu) **Prerequisites:** COUN 5690 (for 5720) and 5720 (for 5721).

**Application for Internship** must be filed via Tk20 by the end of the semester prior to the semester in which the

experience will occur. To qualify for enrollment, students must have all other course work on their Degree or Deficiency Plan completed and attend the internship orientation meeting to be announced by the program. Students may not begin internship hours without the direct approval of his or her internship instructor.

Supervision of the student's counseling activities will be conducted by the site supervisor. Administrative supervision will be the responsibility of the program faculty and will include one to two visits each semester to the field site at which the student is working. The 3-hour biweekly group supervision seminar will primarily focus on professional ethics, issues, and practices.

Students are required to work 300 hours in both COUN 5720 and 5721 for a total of 600 hours. This is equivalent to a 20-hour/week job in the long semesters and 30-hour/week job in the summer semester. A minimum of 240 of the 600 hours must be direct contact with clients. During some of the remaining hours, students are required to participate in both individual and group supervision.

For students on the school counseling track or school counselor certification completion plan, students may be placed in the same school setting for both semesters of internship under the following conditions:

1. Students must be able to record counseling sessions for supervision by UNT internship supervisors.
2. Students are conducting counseling under responsive services component for their school counselor position. The percentage of responsive services conducted should meet TEA standards for school level (30-40% Elementary; 30-40% Middle School; 25-35% High School). Students also conduct the three additional components, Guidance, Individual Planning, & System Support, meeting percentages recommended by TEA. Students will need to provide evidence to the internship instructor regarding component breakdown.
3. If students cannot meet the requirements of 1 and 2, the student is allowed to complete a maximum of 80 hours of direct contact toward the 600 hour requirement with clients outside of the school setting in a community/agency setting to meet Responsive Services component requirements. The student must receive internship coordinator approval prior to agreement between student and site.

## **Skills Required For Successful Completion of the Program**

The Counseling Program of study culminates in clinical courses COUN 5690 Practicum and COUN 5720/5721 Internship in Counseling I & II. The evaluation forms used for these courses appear on the following pages and summarize the type and level of skill acquisition required for successful completion of the courses and, therefore, the program.





## Professional Counseling Performance Evaluation (PCPE)\* Practicum



Student \_\_\_\_\_ Sem & Yr \_\_\_\_\_

Faculty Supervisor \_\_\_\_\_ This evaluator (√) \_\_\_\_\_

Doctoral Supervisor(s) \_\_\_\_\_ This evaluator (√) \_\_\_\_\_

- Rating Scale: N - Not required and/or No opportunity to observe  
 0 - Does not meet criteria expected for student's level of preparation and experience.  
 1 - Minimally or inconsistently meets criteria expected for student's level of preparation and experience.  
 2 - Consistently meets criteria expected for student's level of preparation and experience.  
 3 - Exceeds criteria expected for student's level of preparation and experience

The student...

<b>1. HELPING SKILLS AND ABILITIES</b>					
a. Establishes relationships characterized by working alliance.	N	0	1	2	3
b. Creates appropriate structure: Sets and maintains boundaries such as meeting place, time, and duration.	N	0	1	2	3
c. Shows understanding of content of client's story – primary elements.	N	0	1	2	3
d. Shows understanding of context of client's story – uniqueness and underlying meanings. (SACC B2, F1)	N	0	1	2	3
e. Responds to feelings; identifies client affect and addresses feelings therapeutically.	N	0	1	2	3
f. Demonstrates congruence/genuineness; outer behavior consistent with inner affect.	N	0	1	2	3
g. Shows empathy: Takes client's perspective without over-identifying and communicates this experience to client.	N	0	1	2	3
h. Demonstrates effective nonverbal communication: use of body, voice, attire, etc.	N	0	1	2	3
i. Creates a psychologically safe environment.	N	0	1	2	3
j. Shows awareness of, and effectively manages, power differences in relationships.	N	0	1	2	3
k. Collaborates with client to establish clear and measurable counseling goals. (CMHC J2; SC J2; SACC J2)	N	0	1	2	3
l. Facilitates client's movement toward counseling goals and appraises client of progress. (CMHC D1; SC D2, D3; SACC D2, D3)	N	0	1	2	3
m. Promotes wellness through both intervention and prevention. (CMHC D1, D3; SC D2, D3; SACC D2, D3, D6)	N	0	1	2	3
n. Manages termination of counseling in a therapeutic manner. (CMHC D1, D2)	N	0	1	2	3
n. Identifies and consistently demonstrates one's guiding theory of counseling. (CMHC D1; SC D2, D3; SACC D2, D3)	N	0	1	2	3
<b>2. PROFESSIONAL RESPONSIBILITY</b>					
a. Conducts self ethically and in compliance with legal requirements so as to promote confidence in the counseling profession. (CMHC B1; SC B1; SACC B1)	N	0	1	2	3
b. Relates to peers, professors, and others according to stated professional standards. (CMHC B1; SC B1; SACC B1)	N	0	1	2	3
c. Keeps accurate and timely records. (CMHC B1, D7; SC B1; SACC B1)	N	0	1	2	3
d. Demonstrates sensitivity to real and ascribed power differences between self and others; does not exploit or mislead others during or after professional relationships. (CMHC D2, D5; SC F1; SACC D1, F4, F5)	N	0	1	2	3

<b>3. COMPETENCE</b>					
a. Demonstrates basic cognitive, affective, sensory, and motor capacities to respond therapeutically to others. (CMHC D1; SC D2; SACC D2)	N	0	1	2	3
b. Recognizes and responds appropriately to cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status. (CMHC D2, D5, F3; SC D1, F1; SACC D1, F4, F5)	N	0	1	2	3
c. Applies relevant research findings to the practice of counseling. (CMHC J1; SC J1; SACC J1)	N	0	1	2	3
d. Appropriately applies assessment and diagnostic tools both initially and throughout counseling through intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment. (CMHC D1, H1, H2, H3, H4, L1, L2, L3; SC H1, H2, H3, H5; SACC D5, F2, H1)	N	0	1	2	3
e. Identifies and responds appropriately to clients with addiction and co-occurring disorders. (CMHC D8, H3, H4)	N	0	1	2	3
f. Assesses and manages suicide risk. (CMHC D6, H3; SC D4; SACC D4)	N	0	1	2	3
g. Recognizes and responds therapeutically to crises, disasters, and other trauma-causing events in clients' lives. (CMHC C6, L3; SC C6; SACC B7, D3)	N	0	1	2	3
h. Involves others in client's life in the counseling process as clinically, ethically, and legally appropriate. (CMHC D4; SC F4, H4, N1, N3; SACC F3)	N	0	1	2	3
i. Recognizes the boundaries of one's particular competencies and the limitations of one's expertise. (CMHC D9; SC D5; SACC C5)	N	0	1	2	3
j. Provides only those services and applies only those techniques for which one is qualified by education, training, and experience. (CMHC B1, D9; SC B1, D5; SACC B1, C5, F3)	N	0	1	2	3
k. Takes responsibility for compensating for one's deficiencies. (CMHC D9; SC D5; SACC C5)	N	0	1	2	3
l. Takes responsibility for assuring others' welfare when encountering the boundaries of one's expertise, through such activities as consultation and referral. (CMHC D4, D9, F1; SC D5, H4, N2, N3, N5; SACC C5, F3)	N	0	1	2	3
<b>4. MATURITY</b>					
a. Exercises appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and others.	N	0	1	2	3
b. Demonstrates honesty, fairness, and respect for others.	N	0	1	2	3
c. Demonstrates an awareness of one's own belief systems, values, needs and limitations and the effect of these factors on one's work. (CMHC D2; SC D1)	N	0	1	2	3
d. Seeks, welcomes, receives, integrates, and utilizes feedback from supervisors and others. (CMHC D9; SC D5; SACC C5)	N	0	1	2	3
e. Exhibits appropriate levels of self-assurance, confidence, and trust in own ability.	N	0	1	2	3
f. Follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individual(s) with whom the conflict exists. (CMHC B1; SC B1; SACC B1)	N	0	1	2	3
<b>5. INTEGRITY</b>					
a. Refrains from making statements that are false, misleading, or deceptive. (CMHC B1; SC B1; SACC B1)	N	0	1	2	3
b. Avoids improper and potentially harmful dual relationships. (CMHC B1; SC B1; SACC B1)	N	0	1	2	3
c. Respects the fundamental rights, dignity, and worth of all people. (CMHC B1, D2; SC B1, F1; SACC B1)	N	0	1	2	3
d. Respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy. (CMHC B1; SC B1; SACC B1)	N	0	1	2	3
e. Advocates for policies, programs, and services that meet clients' unique needs. (CMHC F2; SC F3; SACC B3, F6)	N	0	1	2	3

COMMENTS:

Student Signature

Date

Faculty Signature

Date



**Professional Counseling Performance Evaluation (PCPE)  
Internship**

**Community Counselor Candidate**

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Agency: \_\_\_\_\_ Supervisor: \_\_\_\_\_

UNT Faculty Supervisor: \_\_\_\_\_ This evaluator (√) \_\_\_\_\_

Average Hours per Week in Counseling and Related Activities: \_\_\_\_\_

Weekly Individual Evaluation Periods: Day(s) \_\_\_\_\_ from \_\_\_\_\_ to \_\_\_\_\_

- Rating Scale: N - Not required and/or No opportunity to observe  
0 - Does not meet criteria expected for student's level of preparation and experience  
1 - Minimally or inconsistently meets criteria expected for student's level of preparation and experience  
2 - Consistently meets criteria expected for student's level of preparation and experience  
3 - Exceeds criteria expected for student's level of preparation and experience

The student...

**1. ADMINISTRATIVE RESPONSIBILITIES**

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| a. Attends staff meetings regularly and makes appropriate contributions.  | N | 0 | 1 | 2 | 3 |
| b. Completes weekly record sheets correctly and promptly.   | N | 0 | 1 | 2 | 3 |
| c. Maintains good progress notes for each client according to current record-keeping standards related to clinical mental health counseling. (D7) | N | 0 | 1 | 2 | 3 |
| d. Maintains standing appointment records with secretarial staff.   | N | 0 | 1 | 2 | 3 |
| e. Maintains group records. Completes group or program evaluations. (D7)  | N | 0 | 1 | 2 | 3 |
| f. Directs attention to general administrative details.   | N | 0 | 1 | 2 | 3 |

**2. SUPERVISION**

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| a. Keeps supervision appointments and participates actively and willingly. (D9)  | N | 0 | 1 | 2 | 3 |
| b. Seeks feedback and accepts suggestions and criticism well. (D9)   | N | 0 | 1 | 2 | 3 |
| c. Is open to self-examination, and assesses personal qualities to promote ability and willingness to work with individuals from diverse and multicultural backgrounds. (D9, E1, E2) | N | 0 | 1 | 2 | 3 |
| d. Is eager to learn new counseling skills and techniques. (A5)  | N | 0 | 1 | 2 | 3 |
| e. Attends supervision meetings, presents cases, and contributes appropriately.  | N | 0 | 1 | 2 | 3 |
| f. Demonstrates ability to evaluate counseling sessions and tapes and gain insight. (D9)   | N | 0 | 1 | 2 | 3 |

- Rating Scale: N - Not required and/or No opportunity to observe  
0 - Does not meet criteria expected for student's level of preparation and experience  
1 - Minimally or inconsistently meets criteria expected

- 2 - Consistently meets criteria expected for student's level of preparation and experience
- 3 - Exceeds criteria expected for student's level of preparation and experience

### 3. COUNSELING, PREVENTION, AND INTERVENTION

a. Is warm, caring, empathic, accepting, and non-judgmental toward clients. (D1)	N	0	1	2	3
b. Respects client(s) rights and needs, and helps to determine their goals and to find ways to achieve goals. (D1)	N	0	1	2	3
c. Is a good, active listener. (D1)	N	0	1	2	3
d. Demonstrates ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations. (D5, F3)	N	0	1	2	3
e. Counsels proficiently with a variety of clients and concerns. (D1, D5)	N	0	1	2	3
f. Applies multicultural competencies involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders. (D2, D5, F2, F3, H1)	N	0	1	2	3
g. Collaborates with clients to develop measurable outcomes for counseling. (J2)	N	0	1	2	3
h. Demonstrates ability to apply a broad range of counseling modalities and techniques. (D1, D3, D5)	N	0	1	2	3
i. Paces and times interventions with skill. (D1)	N	0	1	2	3
j. Demonstrates skill in handling transference and countertransference issues. (D1)	N	0	1	2	3
k. Is observant and insightful regarding verbal and nonverbal behaviors, and communicates (verbally and nonverbally) in the language and culture of the population(s) being served. (D2, D5, F3)	N	0	1	2	3
l. Confronts appropriately and helpfully. (D1)	N	0	1	2	3
m. Gives positive suggestions to clients, and reviews expectations of success. (D1, D3)	N	0	1	2	3
n. Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities. (D3)	N	0	1	2	3
o. Gives homework assignments when appropriate and uses resource material, including bibliotherapy, when necessary. (D1, D3, D4)	N	0	1	2	3
p. Understands and appropriately uses diagnostic tools, including the current edition of the <i>DSM</i> , to describe symptoms and clinical presentation of clients with mental and emotional impairments. (L1)	N	0	1	2	3
q. Conceptualizes an accurate multi-axial diagnosis of disorders clients present and discusses the differential diagnosis with collaborating professionals. (L2)	N	0	1	2	3
r. Differentiates between diagnosis and developmentally appropriate reactions during crisis, disasters, and other trauma-causing events. (L3)	N	0	1	2	3
s. Demonstrates the ability to use procedures for assessing and managing suicide risk. (D6)	N	0	1	2	3
t. Screens for addiction, aggression, and danger to self/others, as well as co-occurring mental disorders. (H3)	N	0	1	2	3
u. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients. (F2)	N	0	1	2	3
v. Maintains information regarding community resources to make appropriate referrals. (D4, F1)	N	0	1	2	3
w. Uses data to assess effectiveness as a counselor and to adapt interventions accordingly. (I3, J3)	N	0	1	2	3

- Rating Scale: N - Not required and/or No opportunity to observe  
 0 - Does not meet criteria expected for student's level of preparation and experience  
 1 - Minimally or inconsistently meets criteria expected  
 2 - Consistently meets criteria expected for student's level of preparation and experience  
 3 - Exceeds criteria expected for student's level of preparation and experience

x. Uses appropriate self-disclosure and sharing of feelings and experiences. (D1, D2, D5, F3)	N	0	1	2	3
y. Completes reasonable quantity of work by counseling a sufficient number of counselees.	N	0	1	2	3
z. Demonstration of skill level: Individual Counseling (D1, D3, D5)	N	0	1	2	3
aa. Demonstration of skill level: Consultation (A3)					
ab. Demonstration of skill level: Group Counseling (D1, D3, D5)					
ac. Demonstration of skill level: Appraisal/Assessment (H1, H2, H3, L1, L2, L3)	N	0	1	2	3
ad. Demonstration of skill level: Couple & Relationship Counseling (D1, D3, D5)	N	0	1	2	3
ae. Demonstration of skill level: Career Counseling (D1, D3, D5)	N	0	1	2	3
af. Demonstration of skill level: Addiction and Dual Diagnosis Counseling (D8, H4)	N	0	1	2	3

**4. PROFESSIONAL RELATIONSHIPS AND STAFF DEVELOPMENT**

a. Attends and/or presents in-service training seminars, workshops, programs, or activities to enhance skills or increase knowledge base; participates appropriately. (D9)	N	0	1	2	3
b. Demonstrates willingness to read recommended materials and to conduct relevant library research to inform the practice of clinical mental health counseling. (D9, J1)	N	0	1	2	3
c. Is involved in seminars, workshops, or activities to enhance skills or increase base of knowledge. (D9)	N	0	1	2	3
d. Relates well with professional and non-professional staff.	N	0	1	2	3
e. Understands, and appreciates professional, ethical, and legal issues and behavior while maintaining high ethical standards consistent with ACA Code of Ethics, TCA Guidelines, and LPC rules and regulations. (B1, A2)	N	0	1	2	3
f. Participates in professional counseling organizations. (A4)	N	0	1	2	3
e. Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery options. (B2)	N	0	1	2	3

ADDITIONAL COMMENTS: (A short overall assessment statement comparing this student with others you have supervised or your expectations of the student and the Internship will be most helpful.)

OVERALL EVALUATION:

- \_\_\_\_\_ A clearly superior student at this level of education.
- \_\_\_\_\_ Has met the requirements of this Internship in an above average manner.
- \_\_\_\_\_ Has met the requirements of this Internship in a satisfactory manner.
- \_\_\_\_\_ Needs to demonstrate an improved level of functioning to be considered satisfactory.
- \_\_\_\_\_ At this time an evaluation cannot be given. (The reasons are given under additional comments above.)

On-Site Supervisor: \_\_\_\_\_  
 Signature Date

Student: \_\_\_\_\_  
 Signature Date

**Supervisors: Please go over evaluation with student. Have the student bring evaluation to end of semester meeting with UNTD faculty member. Thank you.**

Counseling Program  
University of North Texas at Dallas

**Professional Counseling Performance Evaluation (PCPE)  
Internship**

**School Counselor Candidate**

Student: \_\_\_\_\_ Date: \_\_\_\_\_  
 Agency: \_\_\_\_\_ Supervisor: \_\_\_\_\_  
 UNTD Faculty Supervisor: \_\_\_\_\_ This evaluator (√) \_\_\_\_\_  
 Average Hours per Week in Counseling and Related Activities: \_\_\_\_\_  
 Weekly Individual Evaluation Periods: Day(s) \_\_\_\_\_ from \_\_\_\_\_ to \_\_\_\_\_

- Rating Scale: N - Not required and/or No opportunity to observe  
 0 - Does not meet criteria expected for student's level of preparation and experience  
 1 - Minimally or inconsistently meets criteria expected for student's level of preparation and experience  
 2 - Consistently meets criteria expected for student's level of preparation and experience  
 3 - Exceeds criteria expected for student's level of preparation and experience

The student...

**1. ADMINISTRATIVE RESPONSIBILITIES**

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| a. Knows and supports the District's Comprehensive Developmental Guidance Program. | N | 0 | 1 | 2 | 3 |
| b. Attends staff meetings regularly and makes appropriate contributions.           | N | 0 | 1 | 2 | 3 |
| c. Completes administrative forms correctly and promptly.                          | N | 0 | 1 | 2 | 3 |
| d. Maintains standing appointment records with secretarial staff.                  | N | 0 | 1 | 2 | 3 |
| e. Maintains good progress notes for each client.                                  | N | 0 | 1 | 2 | 3 |
| f. Maintains group records. Completes group or program evaluations.                | N | 0 | 1 | 2 | 3 |
| g. Directs attention to general administrative details.                            | N | 0 | 1 | 2 | 3 |
| h. Supervises paraprofessionals and clinical staff, as appropriate.                | N | 0 | 1 | 2 | 3 |
| i. Participates in program evaluation. (C2, J3)                                    | N | 0 | 1 | 2 | 3 |

**2. SUPERVISION**

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| a. Keeps supervision appointments and participates actively and willingly.   | N | 0 | 1 | 2 | 3 |
| b. Seeks feedback and accepts suggestions and criticism well. (D5)   | N | 0 | 1 | 2 | 3 |
| c. Is open to self-examination and assesses personal qualities to promote ability and willingness to work with students from diverse and multicultural backgrounds. (D5) | N | 0 | 1 | 2 | 3 |
| d. Is eager to learn new counseling and guidance skills and techniques.  | N | 0 | 1 | 2 | 3 |

**3. COUNSELING, PREVENTION, AND INTERVENTION**

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| a. Is warm, caring, empathic, accepting, and nonjudgmental toward students. (D1)  | N | 0 | 1 | 2 | 3 |
| b. Is a good, active listener. (D1)   | N | 0 | 1 | 2 | 3 |
| c. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program. (B2)                         | N | 0 | 1 | 2 | 3 |
| d. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms. (D1)           | N | 0 | 1 | 2 | 3 |
| e. Provides individual and group counseling and classroom guidance to promote the academic, personal/social, and career development of students. (D2) | N | 0 | 1 | 2 | 3 |

Rating Scale: N - Not required and/or No opportunity to observe

- 0 - Does not meet criteria expected for student's level of preparation and experience
- 1 - Minimally or inconsistently meets criteria expected
- 2 - Consistently meets criteria expected for student's level of preparation and experience
- 3 - Exceeds criteria expected for student's level of preparation and experience

### 3. COUNSELING, PREVENTION, AND INTERVENTION (cont'd)

f. Designs and implements prevention and intervention plans related to the effects of the following on student development: (D3)	N	0	1	2	3
(1) atypical growth and development. (D3)	N	0	1	2	3
(2) health and wellness. (D3)	N	0	1	2	3
(3) language. (D3)	N	0	1	2	3
(4) ability level. (D3)	N	0	1	2	3
(5) multicultural issues. (D3)	N	0	1	2	3
(6) factors of resiliency. (D3)	N	0	1	2	3
g. Demonstrates the ability to use procedures for assessing and managing suicide risk. (D4)	N	0	1	2	3
h. Is able to recognize limitations as a school counselor and to seek supervision or refer clients when appropriate. (D5, H4)	N	0	1	2	3
i. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development. (F1)	N	0	1	2	3
j. Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations. (F2, F3)	N	0	1	2	3
k. Engages parents, guardians, and families to promote the academic, personal/social, and career development of students. (F4, N1)	N	0	1	2	3
l. Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities. (H1)	N	0	1	2	3
m. Makes appropriate referrals to school and/or community resources. (H4, N5)	N	0	1	2	3
n. Assesses barriers that impede students' academic, personal/social, and career development. (H5)	N	0	1	2	3
o. Works with parents, guardians, and families to address problems that affect student success. (N1)	N	0	1	2	3
p. Locates community resources to improve student achievement and success. (N2)	N	0	1	2	3
q. Consults with teachers, staff, and community-based organizations to promote student academic, personal/social, and career development. (N3)	N	0	1	2	3
r. Uses peer helping strategies in the school counseling program. (N4)	N	0	1	2	3
s. Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families. (H4, N5)	N	0	1	2	3
t. Demonstrates an understanding of the psychological impact of crises, disasters, and other trauma-causing events on students, staff, and faculty. (C6)	N	0	1	2	3
u. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling programs. (P1)	N	0	1	2	3
v. Plans and presents school-counseling related educational programs for use with parents and teachers. (P2)	N	0	1	2	3
w. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities. (L2)					
x. Demonstration of skill level: Individual Counseling (D1, D2, D3)	N	0	1	2	3
y. Demonstration of skill level: Consultation (F4, N1, N2, N3)	N	0	1	2	3

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 1 - Minimally or inconsistently meets criteria expected  
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 3 - Exceeds criteria expected for student's level of preparation and experience

**3. COUNSELING, PREVENTION, AND INTERVENTION (cont'd)**

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| z. Demonstration of skill level: Group Counseling (D1, D2, D3, N4)      | N | 0 | 1 | 2 | 3 |
| aa. Demonstration of skill level: Appraisal/Assessment (H1, H2, H3, H5) | N | 0 | 1 | 2 | 3 |
| ab. Demonstration of skill level: Career Counseling (D1, D2, D3)        | N | 0 | 1 | 2 | 3 |

**4. PROFESSIONAL RELATIONSHIPS, STAFF, AND PROGRAM DEVELOPMENT**

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| a. Attends and/or presents in-service training seminars, workshops, programs, or activities to enhance skills or increase knowledge base; participates appropriately. (D5, P2) | N | 0 | 1 | 2 | 3 |
| b. Applies relevant research findings to inform the practice of school counseling. (J1)  | N | 0 | 1 | 2 | 3 |
| c. Analyzes and uses data to enhance school counseling programs. (J3)  | N | 0 | 1 | 2 | 3 |
| d. Relates well with professional and nonprofessional staff. (M3, N3)  | N | 0 | 1 | 2 | 3 |
| e. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences. (J2)   | N | 0 | 1 | 2 | 3 |
| f. Conducts programs designed to enhance student academic development. (L1)  | N | 0 | 1 | 2 | 3 |
| g. Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement. (L3)            | N | 0 | 1 | 2 | 3 |
| h. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling, ACA Code of Ethics, TCA Guidelines, and LPC rules and regulations. (B1)   | N | 0 | 1 | 2 | 3 |
| i. Participates in professional counseling organizations. (A4)   | N | 0 | 1 | 2 | 3 |

**ADDITIONAL COMMENTS:** (A short overall assessment statement comparing this student with others you have supervised or your expectations of the student and the Internship will be most helpful.)

**OVERALL EVALUATION:**

- A clearly superior student at this level of education.
- Has met the requirements of this Internship in an above average manner.
- Has met the requirements of this Internship in a satisfactory manner.
- Needs to demonstrate an improved level of functioning to be considered satisfactory.
- At this time an evaluation cannot be given. (The reasons are given under additional comments above.)

On-Site Supervisor: \_\_\_\_\_  
 Signature Date

Student: \_\_\_\_\_  
 Signature Date

**Supervisors: Please go over evaluation with student. Have the student bring evaluation to end of semester meeting with UNTD faculty member. Thank you.**



# PERSONAL & PROFESSIONAL CONSIDERATIONS

## Possible Effects on Students' Personal Lives

In addition to the demands of graduate study on students' time, attention, and finances, the study of counseling involves additional potential demands. Effective counseling requires self-exploration and self-knowledge. It also often involves exploration of, and changes in, long-held values and beliefs. Counseling students often develop new levels of awareness of self and others. This awareness can change relationships with one's family of creation (spouse/significant other, children), one's family of origin (parents, siblings), one's friends, and other associates. These are often relatively easily incorporated, but they can sometimes be as profound as dissolution of relationships.

Counseling graduate students should be aware of the risks associated with enhanced personal and interpersonal awareness. They should monitor themselves and their relationships in this regard and, if they encounter problems that do not resolve relatively quickly, they should seek counseling through UNT Dallas Student Services or outside of UNT Dallas at their own expense.

In a recent study on personal and interpersonal development among counseling graduate students, participants reported an appreciation of personal growth experiences and their beneficial effect.

## Tips for Success: Academic

1. **Take responsibility for your learning.** Ask lots of questions. Keep up with reading. Seek writing or other help when needed. Strive to go beyond expectations in the course.
2. **Prioritize your education.** Make an honest assessment about what you are able to do each semester. Commit only to those courses and experiences you will be able to prioritize.
3. **Plan early and plan often.** Map out an anticipated schedule of courses. Seek advising to ensure that your plan is realistic and complies with program policy. If you anticipate moving across state lines, consult licensure and certification requirements for the relevant state(s). Ensure your degree plan matches necessary educational experiences. When your life situation changes, revisit your plans.
4. **Take advantage of office hours.** Visit your instructors so they can get to know you – and you them. These relationships are important for personal and professional growth.
5. **Join professional associations.** Attend local meetings. Review websites. Read the journals and newsletters you receive as a member benefit. Look for ways to get connected.
6. **Attend professional conferences.** Develop a strong foundation for networking and continuous professional growth.
7. **Volunteer as a research assistant.** Make connections with faculty who are researching in your specialty area. Offer

your services on their projects.

8. **View video tapes of counseling sessions.** View video tapes of counseling sessions available through the Media Library.
9. **Expand your horizons.** Consider taking additional electives not on your degree plan.
10. **Document, document, document.** Begin preparing a vita or resume. Keep copies of your syllabi and UNTD Graduate catalog (you never know when you'll need them for employers, licensing boards, or other graduate programs). Prepare a professional portfolio of your best counseling work to showcase to potential employers or clients.

## Tips for Success: Personal

1. **Keep a journal.** As you document your feelings, thoughts, beliefs, and experiences in the program, you'll be able to stay aware of progress in areas such as personal growth and theory development.
2. **Take advantage of personal growth experiences** in your coursework. The more you learn about yourself, the better counselor you will be.
3. **Connect and keep connected.** Make friends in the program to lean on for personal and professional support. Keep connections with family and friends outside the program. As discussed earlier, graduate school can result in substantial personal growth that may interfere with personal relationships. The best way to counteract potential difficulties is to keep significant others apprised of your growth and, when possible, invite them to join you in growth activities. In addition, it is helpful to prepare them for your level of time commitment. Write out a schedule and leave it with them so they know where to contact you.
4. **Be well.** How can we ask clients to be well if we aren't? Maintain a balanced lifestyle. Attend to physical activity, nutrition, and self-care. Make a commitment to engage in a healthy leisure activity at least once a week.
5. **Practice what you preach.** During stressful times, seek support including personal counseling.
6. **Keep perspective.** Commit to only as much as you can do well. Laugh and enjoy yourself. Do not be afraid to make mistakes, take risks, and try out new things. Try not to compare yourself to your peers. Each individual's journey is unique with different personal and professional experiences.
7. **Be flexible and open** to new ideas, perspectives, lifestyles, clients, and types of problems.

# Professional Counseling Organizations

Counseling students are strongly encouraged to affiliate with professional counseling organizations including, but not limited to the American Counseling Association (ACA) and its divisions. Several of these organizations are listed on the following page.

## **National Level**

American Counseling Association (ACA)  
[www.counseling.org](http://www.counseling.org)

Association for Assessment in Counseling and Education (AACE)  
[www.theaaceonline.com/](http://www.theaaceonline.com/)

Association for Adult Development & Aging (AADA)  
[www.aadaweb.org/](http://www.aadaweb.org/)

Association for Creativity in Counseling (ACC)  
[www.aca-acc.org/](http://www.aca-acc.org/)

American College Counseling Association (ACCA)  
[www.collegecounseling.org/](http://www.collegecounseling.org/)

Association for Counselor & Educators in Government (ACEG)  
[www.dantes.doded.mil/dantes\\_web/organizations/aceg/index.htm](http://www.dantes.doded.mil/dantes_web/organizations/aceg/index.htm)

Association for Counselor Education & Supervision (ACES)  
[www.acesonline.net](http://www.acesonline.net)

Association for Lesbian, Gay, Bisexual, and Transgender Issues in Counseling (ALGTBIC)  
[www.agblic.org/](http://www.agblic.org/)

Association for Multicultural Counseling and Development (AMCD)  
[www.amcdaca.org](http://www.amcdaca.org)

American Mental Health Counselors Association (AMHCA)  
[www.amhca.org](http://www.amhca.org)

American Rehabilitation Counseling Association (ARCA)  
[www.arcaweb.org](http://www.arcaweb.org)

American School Counselor Association (ASCA)  
[www.schoolcounselor.org](http://www.schoolcounselor.org)

Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC)  
[www.aservic.org](http://www.aservic.org)

Association for Specialists in Group Work (ASGW)  
[www.asgw.org](http://www.asgw.org)

Association for Humanistic Counseling (AHC)  
[www.c-ahead.com](http://www.c-ahead.com)

Counselors for Social Justice (CSJ)  
<http://counselorsforsocialjustice.com/>

International Association of Addictions and Offender Counselors  
[www.iaaoc.org](http://www.iaaoc.org)

International Association of Marriage and Family Counselors  
[www.iamfc.com](http://www.iamfc.com)

National Career Development Association (NCDA)  
<http://ncda.org>

National Employment Counseling Association (NECA)  
[www.employmentcounseling.org](http://www.employmentcounseling.org)

## **State Level**

Texas Counseling Association (TCA)  
[www.txca.org](http://www.txca.org)

Texas Association for Assessment in Counseling (TAAC)  
[www.txca.org/tca/TAAC\\_Home.asp](http://www.txca.org/tca/TAAC_Home.asp)

Texas Association for Adult Development & Aging (TAADA)  
[www.txca.org/tca/TAADA\\_Home.asp?SnID=1962583625](http://www.txca.org/tca/TAADA_Home.asp?SnID=1962583625)

Texas College Counseling Association (TCCA)  
[www.txca.org/tca/TCCA\\_HOME.asp?SnID=1962583625](http://www.txca.org/tca/TCCA_HOME.asp?SnID=1962583625)

Texas Association for Counselor Education & Supervision  
[www.txca.org/tca/TACES\\_Home.asp?SnID=1962583625](http://www.txca.org/tca/TACES_Home.asp?SnID=1962583625)

Texas Association for Lesbian, Gay, Bisexual, and Transgender Issues in Counseling (TALGTBIC)  
[www.txca.org/tca/TALGBTIC\\_Home.asp?SnID=1962583625](http://www.txca.org/tca/TALGBTIC_Home.asp?SnID=1962583625)

Texas Association for Multicultural Counseling and Development (TexAMCD)  
[www.txca.org/tca/TEXAMCD\\_Home.asp](http://www.txca.org/tca/TEXAMCD_Home.asp)

Texas Mental Health Counselors Association (TMHCA)  
[www.txca.org/tca/TMHCA\\_Home.asp?SnID=1962583625](http://www.txca.org/tca/TMHCA_Home.asp?SnID=1962583625)

Texas School Counselor Association (TSCA)  
[www.txca.org/tca/TSCA\\_Home.asp?SnID=1962583625](http://www.txca.org/tca/TSCA_Home.asp?SnID=1962583625)

Texas Counseling Association for Humanistic Education and Development (T-AHEAD)  
[www.txca.org/tca/TAHEAD.asp?SnID=1962583625](http://www.txca.org/tca/TAHEAD.asp?SnID=1962583625)

Texas Counselors for Social Justice (TCSJ)  
[www.txca.org/tca/TXCSJ\\_Home.asp](http://www.txca.org/tca/TXCSJ_Home.asp)

Texas Association of Marriage and Family Counselors (TAMFC)  
[www.txca.org/tca/TAMFC\\_Home.asp?SnID=1962583625](http://www.txca.org/tca/TAMFC_Home.asp?SnID=1962583625)

# Affiliate and Other Professional Organizations

Chi Sigma Iota International (CSI)

[www.csi-net.org](http://www.csi-net.org)

Rho Kappa Chapter of Chi Sigma Iota International

<http://rho-kappa.csi-chapters.org/>

Council for Accreditation of Counseling & Related Educational Programs (CACREP)

[www.cacrep.org](http://www.cacrep.org)

National Board for Certified Counselors (NBCC)

[www.nbcc.org](http://www.nbcc.org)

American Association for Marriage & Family Therapy (AAMFT)

[www.amft.org](http://www.amft.org)

Texas Association for Marriage & Family Therapy (TAMFT)

[www.tamft.org](http://www.tamft.org)

Association for Play Therapy (APT)

[www.a4pt.org](http://www.a4pt.org)

Texas Association for Play Therapy (TAPT)

<http://txapt.org/>

American Association of Sexuality Educators, Counselors, and Therapists

[www.aasect.org](http://www.aasect.org)

American College Personnel Association (ACPA)

[www.myacpa.org](http://www.myacpa.org)

Association for Addiction Professionals (NAADAC)

<http://www.naadac.org/>

Texas Association of Addiction Professionals (TAAP)

<http://www.taap.org/>

Int. Association for Near-Death Studies (IANDS)

[www.iands.org](http://www.iands.org)

Delta Society

[www.deltasociety.org](http://www.deltasociety.org)

Association for Transpersonal Psychology

[www.atpweb.org/](http://www.atpweb.org/)

American Association for Suicidology

[www.suicidology.org](http://www.suicidology.org)

## **Graduate Counseling Student Organization**

The Graduate Counseling Student Organization of the University of North Texas-Dallas exists to fulfill the following objectives:

- a. to promote networking and peer support
- b. to serve the needs of the UNT Dallas Community Counseling Clinic
- c. to represent UNT Dallas counseling program to schools, colleges
- d. to create a professional counselor alumni association to benefit the program and the counseling clinic

UNT Dallas students currently enrolled in a graduate counseling program are eligible to be active members and may hold office. The president will be beyond the first semester, and will have GPA of 3.5 or above. UNT Dallas alumni credentialed counselors may be associate members.

For an application to join the Graduate Counseling Student Organization, contact the Program Coordinator at [cynthia.matthews@untdallas.edu](mailto:cynthia.matthews@untdallas.edu)

# COMPREHENSIVE EXAMINATION

COUNSELING PROGRAM  
UNIVERSITY OF NORTH TEXAS at DALLAS

## **Master's Comprehensive Examination Policies and Procedures**

1. A comprehensive examination will be required of all M.Ed. and MS degree candidates in the Counseling Program.
2. The Master's Comprehensive Examination will be the national Counselor Preparation Comprehensive Examination (CPCE), a service of the Center for Credentialing Education (an affiliate of the National Board for Certified Counselors). The CPCE and covers the following 8 areas: 1) Human Growth and Development; 2) Social and Cultural Foundations; 3) Helping Relationships; 4) Group Work; 5) Career and Lifestyle Development; 6) Appraisal; 7) Research and Program Evaluation; and 8) Professional Orientation and Ethics. To prepare for the CPCE exam you can study the same way as you would for the National Counselor Exam (NCE) sponsored by the National Board for Certified Counselors (see NBCC website for a list of study guides for NCE examination).
3. The Master's Comprehensive Examination will be taken at the end of the first field internship.
4. The Master's Comprehensive Examination will be administered three times per year, once in the Fall, Spring, and Summer, so that results will be known prior to the deadline for filing for graduation. The exam will be administered at the UNT Dallas campus.
5. Examinations will be proctored by a designated faculty or staff member from the Counseling Program.
6. Dates of the examination for the entire academic year will be announced and posted in September of each year.
7. Registration to take the Master's Comprehensive Examination must be completed by the registration deadline. Registration forms and deadline information may be obtained from Dr. Yu-fen Lin or the internship instructor.
8. Candidates must complete the registration form and return it with payment (approximately \$45) to the designated address before the posted registration deadline.
9. Beginning with students who entered into the UNT Dallas counseling program in the Fall 2010, students must pass the Master's Comprehensive Exam in order to graduate from the program.
10. The passing criteria will be established by the program faculty each year. Typically the passing criteria will be 1.5 Standard Deviations from the National Mean on the CPCE total score and each section within the semester in which the exam was taken.
11. Candidates will be informed of the results of their examination by letter, phone or e-mail. Generalized feedback of performance by content area may be provided for all examinees upon request.
12. Candidates who fail a section on the Comprehensive Professional Counselors' Exam (CPCE) exam but pass the total score have an option of writing a 10 page double space paper on the section topic they failed. In the paper, the student must (a) apply case examples to at least two key concepts identified in each chapter of the textbook that was used in the content class (a minimum total of 30 concepts) and (b) identify findings from five current professional peer reviewed journals.
13. If candidates do not pass within 1.5 standard deviations below the mean on the CPCE Total score, they will be allowed to take the Master's Comprehensive Examination again for a total of two times. If the student does not pass the exam after the second time, the student will be required to repeat coursework in the subject area in which the student is beyond 1.5 standard deviations below the national mean. Then the student may take the comprehensive exam again. If the student passes all sections at the established passing criteria, then the student may continue on to graduation. If not, then the student may provide a written appeal to the Chair of the department to repeat coursework until the exam is passed. The Chair will respond within 7 business days to the appeal.

# Master's Comprehensive Examination Registration Form

Return completed form to: Dr. Yu-fen Lin, UNT Dallas Counseling Program.

**Complete the following information (write clearly please):**

Name: \_\_\_\_\_

Student ID number: \_\_\_\_\_

Address: \_\_\_\_\_  
street apt. no. city state zip code

Telephone: \_\_\_\_\_  
area code and number

E-mail address: \_\_\_\_\_

Expected date of graduation: \_\_\_\_\_

Name of your advisor: \_\_\_\_\_

Examination you are registering for (circle one):

**Do not register more than 75 days before the time of the examination.**

The exam begins at 5:00 p.m. and concludes at 9:00 p.m. on examination dates TBA:

Fall                  Spring                  Summer

Please read and sign below:

I acknowledge that I have read this two-page registration form in its entirety. I understand that I must submit this form with payment of \$45.00 made out to CCE. I also understand that I will be notified by letter of the results of the examination. I understand that failure to show up for an examination that I have registered for will constitute a failing grade for the examination. I understand that I may cancel my registration by calling no later than 24 hours prior to the examination date and time.

Signed: \_\_\_\_\_

Today's Date: \_\_\_\_\_

# GRADUATION AND BEYOND

## Applying for Graduation

The Application for Graduation may be obtained from the UNT Toulouse Graduate School or the UNT Dallas registrar. A completed application properly signed must be filed in the Graduate School by the date indicated on the academic calendar of the semester of graduation. You may apply for graduation up to one year prior to graduating. All fees must be paid by this deadline. See the Graduate Catalog for further information. For more information, contact Karen Goss at 940-565-3942 or [Karen.Goss@unt.edu](mailto:Karen.Goss@unt.edu)

## Employment Opportunities for Graduates

Employment prospects in the field of counseling vary from one year to the next based on several factors, particularly the local economy. The following is the faculty's best assessment of the employment situation.

- For graduates of the elementary and secondary school counseling tracks, employment prospects have been relatively good until recent school budget cuts. School counseling positions tend to be relatively secure, have good benefits, and involve good salaries. Any new counseling student who qualifies for school counselor certification is encouraged to pursue a school counseling track because it fulfills requirements for both school counselor certification and professional counselor licensure (with 1 additional course).
- For graduates of the community counseling tracks, the job market in the DFW metro area appears to be saturated. Although positions are not impossible to find, an oversupply of mental health professionals makes competition extremely keen. One way to make oneself competitive in this tight job market is to develop expertise and seek certification in an area of counseling specialization. The ability to move is another advantage because the counseling job market is more open in some other areas of the country. A combination of specialization and mobility places a graduate in the most favorable position to find employment.

The UNT Denton counseling program administered questionnaires to alumni who graduated from their master's program between 2006 and 2009. Because approximately one-half of alumni ( $n = 148$ ) responded, the results do not represent a complete picture but rather provide an indication of the post-graduation experience. Of these respondents, 89% reported working in counseling or related settings. Respondents indicated a wide range of salaries; 14% reported earning \$30,000-39,999, 21% earned \$40,000-49,999, and 21% earned \$50,000-\$59,999.

## Requirements for Licensure or Certification

At this time, all U.S. states and most territories regulate the practice of counseling through licensure and certification. In general, a license is required to practice outside a public school or religious setting. A certification is required to practice as a school counselor. Definitions of counseling, educational requirements for licensure and certification, examination requirements for licensure and certification, and experience requirements for licensure and certification vary widely from state to state. In this handbook, we provide information regarding School Counselor Certification and Professional Counselor Licensure in Texas. Students who expect to practice outside the state of Texas are *urged* to investigate educational, experience, and examination requirements in states of interest so that they may customize their time in the program.

- **To access a directory of state licensure boards, visit** <http://www.nbcc.org/directory/Default.aspx>
- **To access a directory of state school counselor certification requirements & contacts, visit** <http://www.schoolcounselor.org/content.asp?contentid=242>



**Certification.** To practice counseling in the public school setting in Texas, one must obtain certification as a public school counselor by the state of Texas, and meet all other state of Texas requirements: have two years teaching experience (as teacher of record, not substitute teacher) in a State Board of Educator Certification (SBEC) or a Texas Private School Accreditation Commission approved school and a passing score on the TEXES: Counselor. Students may download the most recent copy of the Texas School Counselor Certification requirements by visiting <http://www.sbec.state.tx.us/SBECOnline/>.

**Licensure.** To practice counseling outside the public school or religious setting in Texas, one must be licensed as a Professional Counselor. The Counseling Program prepares counselors to enter the field of counseling in the area for which their track prepared them. The Counseling Program faculty assumes that its graduates will pursue continuing education to develop beyond the level of minimum competence. Continuing education includes further coursework, attendance at workshops and conferences, participation in supervised practice, and reading current professional literature.

Some supervised clinical experience completed during the Counseling Program may apply toward post-degree clinical experience requirement for licensure. Students may download the most recent copy of the Texas LPC Code, application information, and application forms by visiting [http://www.dshs.state.tx.us/counselor/lpc\\_forms.shtm](http://www.dshs.state.tx.us/counselor/lpc_forms.shtm)

The counseling faculty encourages its graduates to pursue certification in areas of **specialization**. Requirements for some of the more frequently sought licenses and certificates are reviewed on the following pages.

# Supervised Clinical Experience Credit

Counseling program students at the master's level are required to document hours of supervised clinical experience. Students receive credit for only those hours they have recorded on appropriate program forms.

## *Master's Degree*

**Practicum**. Texas LPC requirements specify the minimum amount and quality of supervised clinical experience to be included in the counseling master's course of study. Specifically, students must have a minimum of 100 hours of practicum, including 40 hours of direct client contact. Students may accrue up to 15 hours prior to enrollment in COUN 5690 Practicum in Counseling; see the Advanced Counseling Skills Courses Taken Prior to COUN 5690 form on the following page. In addition, students may accrue hours from certain courses taken concurrently with COUN 5690; see the Master's Practicum Clinical Experience Log (MPCEL) form that appears among the next few pages.

**Internship**. Texas LPC requirements state that the student who has successfully completed practicum must then complete 600 hours of internship, including 240 hours of direct client contact. Although CACREP does not allow students to carry over hours from practicum to internship, internship students who are concurrently enrolled in any courses listed on the MPCEL form may apply the specified hours toward their internship hours.

**LPC-Intern Clinical Experience**. After completion of the master's degree, the graduate must apply to the Texas LPC Board to become an LPC-Intern. After receiving from the LPC Board notification of LPC-Intern status, the LPC-Intern may begin accruing the 3,000 hours of supervised practice required for licensure. At least 50% of the hours must involve direct client contact.

As of September 1, 2009, the TX LPC post-master's supervised experience requirement is 3,000 hours, including 1,500 direct contact hours. The master's degree must have included a 300-hour "practicum"; if it included more, the LPC Board will count up to 400 additional hours toward the 3,000 hours. As many of those hours that were direct contact may be applied to the post-master's direct contact hour requirement. Read through the following two hypothetical cases examples, referring to the table on the next page.

Mary took only COUN 5690 Practicum, 5720 Internship I, and 5721 Internship II for a total of 700 hours including 280 direct contact hours. Toward her 3,000 hours, she may count a total of 400 hours ( $700 - 300 = 400$ ): for example, 120 hours and 280 direct contact hours, or 400 hours and 0 direct contact hours, or any combination in between, as long as the total does not exceed 400 hours.

John took COUN 5690, 5720, 5721, 5700 Play Therapy, and 5640 Group/Activity Play Therapy for a total of 735 hours including 294 direct contact hours. Toward his 3,000 hours, he may count a total of 400 hours ( $735 - 300 = 435$ , of which a max of 400 may count): for example, 106 hours and 296 direct contact hours, or 400 hours and 0 direct contact hours, or any combination in between, as long as the total does not exceed 400 hours.

## Table of Credit for Supervised Experience by Counseling Program Course

COUN course number	Course Title	Description of Duties	Approximate Hours of Credit for Supervised Experience	Approximate Direct Contact Hours (40%)
5590	Couple Counseling	Student	8	3
5640	Group/Activity Play Therapy	Student	25	10
5660	Advanced Counseling Skills	Student	12	5
5680	Basic Counseling Skills	Student	12	5
5690	Practicum in Counseling	Student	100	40*
		Graduate Assistant (non 6030/6090)	75	30
5700	Play Therapy	Student	10	4
5720/5721	Internship in Counseling	Student	600	240
		Graduate Assistant	TBA	TBA
5740	Group Counseling	Student	12	5
		Group Leader	25	10

\* Minimum hours. Additional hours may vary by professor and by student's academic level.

**For further information, contact: Texas State Board of Examiners of Professional Counselors**

1100 West 49<sup>th</sup> Street

Austin, TX 78756-3183

512/834-6658 or <http://www.dshs.state.tx.us/counselor/default.shtm>

## Advanced Counseling Courses Taken Prior to COUN 5690

(See Instructions On Back)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Track: \_\_\_\_\_

Course Title (possible contact hours)	Direct Hrs	Supervision		Instructor Signature / date of completion
		Triadic	Group	
COUN 5660 Advanced Counseling Techniques (5)				/
COUN 5740 Group Counseling (0-5)				/
COUN 5640 Activity/ Group Play Therapy (Varies)				/
COUN 5590 Couple Counseling (3)				/
Other:				/
<b>TOTAL HOURS ACCRUED PRIOR TO COUN 5690</b>				
<b>TOTAL HOURS APPLICABLE TO PRACTICUM</b> Max. 15 direct contact hours applied to practicum				

**Key**

**Contact Hrs**= Actual direct contact hrs accrued

**Triadic** = Triadic supervision with one instructor and 2 students

**Group** = Group supervision in small groups of up to ten students w/ one supervisor

**Instructor Signature**= The professor for the course must sign the log in the block for their course / date of completion

= not applicable

Do not fill in the patterned area

**Administrative Procedures**

Step:	Instructions and Examples
1. Log your direct contact hours accrued in COUN 5660 Advanced Counseling Techniques (5) and COUN 5740 Group Counseling (0-5)	You should accrue 5 direct contact hours in COUN 5660. If you led a group under supervision during COUN 5740 , you may count a maximum of 5 direct contact hours. If you did not, you <b>MUST</b> lead a group during the practicum semester.
2. Log your accrued supervision hours	Triadic Supervision refers to a ratio of 1 supervisor per 2 students per one hour  Group Supervision refers to 1 supervisor with up to ten students for a minimum of 1 hour
3. Instructor Signature	Have your instructor for that course sign in the appropriate block. (unsigned forms are invalid)
4. Repeat steps 1,2,& 3 for any of the listed electives where you gained direct clinical experience as a requirement for the course that you take <b>BEFORE COUN 5690</b>	Advanced Counseling Skills electives taken concurrently with COUN 5690 will be documented on another form
5. Log your total hours accrued before COUN 5690	Add down each column to find the total hours for each category (Contact Hrs, Triadic, and Grp Supv)
6. Log the total hours applicable to practicum	<b>Total Hours Applicable to Practicum (up to 15)</b>
7. Keep completed Advanced Counseling Skills Courses Log and attach it to your COUN 5690 Masters Practicum Log	



## Public School Counselor Certification in Texas

1. To obtain a School Counselor Certification, you must have at least two years of teaching experience (as teacher of record, not as a substitute) in an accredited school and a master's degree in counseling.
2. Take the TExES Counselor Examination
  - a. The test is administered in the spring and fall. You may apply at the start of internship and the successful completion of:
    - COUN 5710 Counseling Theories
    - COUN 5100 Professional School Counseling
    - COUN 5740 Group Counseling
    - COUN 5470 Career Development
    - COUN 5765 Appraisal in Counseling
    - COUN 5690 Practicum in Counseling
    - COUN 5670 Developmental Processes & Practices
  - b. Complete a Request to test form obtained from the program faculty or the Certification Officer. This form must be have program coordinator's signature prior to submitting to the UNT Dallas Certification Officer, for approval to take the TExES School Counselor exam. The UNT Dallas Certification Officer is Ms. Trisha McBride. Her phone number is 972-338-1346.
  - c. Once approved to test, registration is completed on line through the Educational Testing Service (ETS) website: <http://www.texas.ets.org>.  
The School Counselor exam is offered as a computer administered test (CAT) and offered at various testing locations. The registrant selects the desired testing location and is provided with a list to select from of available appointment dates and times.
  - d. Preparation manuals and registration bulletins are also available through links on this website.
  - e. Contact ETS for registration-related issues, questions/issues about payment, admission tickets, and score reporting. Phone: 1-800-205-2626 (M-F, 8:00 a.m. – 5:00 p.m., Central Time).
3. Once your TExES scores are on file at UNTD and you have completed all other requirements for certification, go to the Texas Education Agency website, <http://www.tea.state.tx.us> to complete the on-line application process for the School Counselor certificate.  
Please note: When you are completing the on-line application process, you need to select University of North Texas as the program recommending your certification. However, if you were a first time UNT Dallas student during the Spring 2012 semester, then you will select University of North Texas – Dallas as the recommending educator preparation program.
4. Submit a copy of the State of Texas Teaching Service Record to the Certification Officer for verification of the teaching requirement.
5. Upon receipt of your application the State Board for Educator Certification will conduct a criminal history check. Application by someone who does not pass the check will be rejected.
6. The State Board for Educator Certification no longer mails certificates; the certificates are available at the TEA website (<http://www.tea.state.us>) through the "Educator Certification" link. Certificate holders may print a certificate.

For further information about Public School Counselor Certification in Texas, contact the Certification Officer at 972-338-1346.

For information regarding **School Counselor Certification outside of Texas**, contact the state where it is sought.

## Licensed Mental Health Professionals in Texas A Fact Sheet for Consumers

([www.dshs.state.tx.us/counselor/lmh\\_fact.doc](http://www.dshs.state.tx.us/counselor/lmh_fact.doc))

This fact sheet is intended to provide basic information for consumers regarding the following mental health professionals that are licensed in Texas: marriage and family therapists, professional counselors, social workers, sex offender treatment providers, chemical dependency counselors, psychiatrists, and psychologists.

### Marriage and family therapists

A licensed marriage and family therapist (LMFT) is a mental health professional who provides professional therapeutic services to individuals and groups that involve the application of family systems theories and techniques. Services may include marriage therapy, sex therapy, family therapy, child therapy, play therapy, individual psychotherapy, divorce therapy, mediation, group therapy, chemical dependency therapy, rehabilitation therapy, diagnostic assessment, hypnotherapy, biofeedback, and related services.

A licensed marriage and family therapist holds at least a master's degree in marriage and family therapy or its equivalent, and also must complete 3,000 hours of supervised experience in the field of marriage and family therapy services.

For more information about marriage and family therapists, visit the website of the Texas State Board of Examiners of Marriage and Family Therapists at [www.dshs.state.tx.us/mft](http://www.dshs.state.tx.us/mft) or call (512) 834-6657.

### Professional counselors

A licensed professional counselor (LPC) is a mental health professional who provides professional therapeutic services to individuals and groups that involve the application of mental health, psychotherapeutic, and human development principles to facilitate adjustment and development throughout life. Services may include individual counseling, group counseling, marriage counseling, family counseling, chemical dependency counseling, rehabilitation counseling, education counseling, career development counseling, sexual issues counseling, psychotherapy, play therapy, diagnostic assessment, hypnotherapy, expressive therapies, biofeedback, and related services.

A licensed professional counselor holds at least a master's degree in counseling or a counseling-related field, and also must complete 3,000 hours of supervised experience in the field of professional counseling.

For more information about professional counselors, visit the website of the Texas State Board of Examiners of Professional Counselors at [www.dshs.state.tx.us/counselor](http://www.dshs.state.tx.us/counselor) or call (512) 834-6658.

### Social workers

A licensed social worker is a mental health professional who provides services to restore or enhance social, psychosocial, or biopsychosocial functioning of individuals, couples, families, groups, organizations, or communities.

A **licensed baccalaureate social worker (LBSW)** holds at least an undergraduate degree in social work from a four-year college or university or was previously licensed as a social work associate. A **licensed master social worker (LMSW)** holds at least a master's degree in social work. A **licensed master social worker-advanced practitioner (LMSW-AP)** has also completed at least two years of professional, supervised experience providing non-clinical social work services. A **licensed clinical social worker (LCSW)** holds at least a master's degree in social work. The LCSW has also completed at least two years of professional, supervised experience providing clinical social work services.

General social work services, which may be provided by all licensed social workers, include interviewing, assessment, planning, intervention, evaluation, case management, mediation, counseling, supportive counseling, direct practice, information and referral, problem solving, supervision, consultation, education, advocacy, community organization and the development, implementation, and administration of policies, programs and activities.

Master's social work services, which may be provided by an LMSW, LMSW-AP, or LCSW, include the application of specialized knowledge and advanced practice skills in the areas of assessment, treatment planning, implementation and evaluation, case management, information and referral, supervision, consultation, education, research, advocacy, community organization and the development, implementation, and administration of policies, programs and activities.

Clinical social work services, which may only be provided by an LCSW or an LMSW in an agency setting, include the application of specialized clinical knowledge and advanced clinical skills in the areas of assessment, diagnosis, and treatment of mental, emotional, and behavioral disorders, conditions, and addictions, including severe mental illness in adults and serious emotional disturbances in children.



For more information about social workers, visit the website of the Texas State Board of Social Worker Examiners at [www.dshs.state.tx.us/socialwork](http://www.dshs.state.tx.us/socialwork) or call (512) 719-3521 or (800) 232-3162.

### **Chemical dependency counselors**

A licensed chemical dependency counselor (LCDC) is a mental health professional who assists individuals or groups to develop an understanding of chemical dependency problems, define goals, and plan actions reflecting the individual's or group's interest, abilities, and needs as affected by chemical dependency problems. Services may include the diagnosis of a substance abuse disorder. LCDCs are not authorized to treat individuals with a mental health disorder or to provide family counseling to individuals whose problems do not include chemical dependency.

A chemical dependency counselor must hold at least a two-year associate's degree with a course of study in human behavior/development and service delivery and must complete 4,000 hours of supervised experience working with chemically dependent persons.

For more information about chemical dependency counselors, visit the website of the Texas Department of State Health Services at [www.dshs.state.tx.us/lcdc](http://www.dshs.state.tx.us/lcdc) or call (800) 832-9623.

### **Sex offender treatment providers**

A licensed sex offender treatment provider (LSOTP) is a mental health professional who provides services for the treatment of sex offenders. A sex offender is a person who has been convicted or adjudicated of a sex crime or a sexually motivated offense, or has received deferred adjudication for a sex crime or a sexually motivated offense. Sex offender treatment occurs through offense specific sex offender treatment, which is a long-term comprehensive set of planned treatment experiences and interventions that modify sexually deviant thoughts, fantasies, and behaviors and that utilize specific strategies to promote change and to reduce the chance of re-offending. The primary method of treatment is behavioral group treatment.

An LSOTP must hold a mental health license as a physician, psychiatrist, psychologist, professional counselor, marriage and family therapist, clinical social worker, or advanced nurse practitioner recognized as a psychiatric clinical nurse specialist or psychiatric mental health nurse practitioner. In addition to fulfilling education and training requirements for the primary license, an LSOTP must also complete a minimum of 1,000 hours of clinical experience and 40 hours of continuing education in sex offender assessment and treatment.

For more information about sex offender treatment providers, visit the website of the Council on Sex Offender Treatment at [www.dshs.state.tx.us/csot](http://www.dshs.state.tx.us/csot) or call (512) 834-4530.

### **Psychiatrists**

A psychiatrist is a medical doctor (MD). For information concerning medical doctors, please refer to the website of the Texas Medical Board at [www.tmb.state.tx.us](http://www.tmb.state.tx.us) or call (800) 248-4062.

### **Psychologists**

For information concerning licensed psychologists in Texas, please refer to the website of the Texas State Board of Examiners of Psychologists at [www.tsbep.state.tx.us](http://www.tsbep.state.tx.us) or call (512) 305-7700.

### **SOURCES**

Texas Occupations Code, Chapters 110, 502, 503, 504, and 505

Title 22, Texas Administrative Code, Chapters 681, 781, 801, 810 and Title 25, Texas Administrative Code, Chapter 450

# Helpful Licensure and Certification Resources

## Texas Counseling Association Licensed Professional Counselor Brochure

<http://www.txca.org/Images/tca/Documents/Brochures/TCALicensedProfessionalCounselor.pdf>

## Texas Counseling Association Professional School Counselor Brochure

<http://www.txca.org/Images/tca/Documents/Brochures/TCAProfessionalCollegeCounselor.pdf>

## Texas Counseling Association Professional College Counselor Brochure

<http://www.txca.org/Images/tca/Documents/Brochures/Revised.September%202007.pdf>

## Directory of State Licensure Boards

<http://www.nbcc.org/directory/Default.aspx>

## Directory of State School Counselor Certification Requirements & Contacts

<http://www.schoolcounselor.org/content.asp?contentid=242>

## Requirements for Texas Licensed Marriage and Family Therapist (LMFT)

<http://www.dshs.state.tx.us/mft/>

## Requirements for Texas Licensed Chemical Dependency Counselor (LCDC)

<http://www.dshs.state.tx.us/lcdc/>

## Requirements for National Certified Counselor (NCC)

[www.nbcc.org](http://www.nbcc.org)

## Requirements for Registered Play Therapist (RPT)

Association for Play Therapy <http://www.a4pt.org>

Information for UNT students about the RPT <http://cpt.unt.edu/about-us/faq/students-faq/>

Information for professionals about the RPT <http://cpt.unt.edu/about-us/faq/professionals-faq/>

# Post-Graduation Considerations

The Counseling Program is designed to prepare professional counselors for entry level positions in the field of counseling. Elective courses do not constitute a “major.” For example, a student who has completed the courses in couple counseling and parent and family counseling has not “majored in marriage and family therapy.” All students in the Counseling Program are majoring in Counseling. Electives constitute the foundation of a specialization. Graduates are expected to practice only in areas of competency; the development of competency includes supervised experience in the use of a particular approach.

Post graduation supervision, such as that required for licensure as a Professional Counselor, is the responsibility of the graduate. For licensure in Texas, the supervision must be provided by a licensed mental health professional (LPC-S) who has been approved by the Licensure Board in Austin. For certification in areas of specialization, qualifications of approved supervisors are specified by the certifying organization. Many former students find post-graduate supervisors through their Internships. Others use a variety of resources such as networking and the listing of approved supervisors provided by the Licensure Board in Austin or by a certifying organization.

The faculty encourages graduates who achieve licensure to print out the phrase, “Licensed Professional Counselor” on their professional business cards, stationery, etc., rather than using the acronym, “LPC.” The use of the full title helps to familiarize the public with the counseling profession.

For graduates who may be seeking licensure in states other than Texas, see specific state licensure boards for licensure requirements. Graduates are strongly encouraged to keep course syllabi in case course content comes into question while pursuing licensure outside of Texas.

## UNDERSTANDING AND ACKNOWLEDGMENT

(This form must be signed for placement in each Counseling Program student's file.)

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I, \_\_\_\_\_ (student name), have received and read the Master's Student Handbook from the University of North Texas-Dallas (UNT Dallas) Counseling Program.

- I understand the policies and procedures as stated in the Handbook. I agree to fulfill the requirements as stated and to abide by the policies set forth herein. \_\_\_\_\_ *(initial)*
- I understand that it is solely my responsibility to meet the requirements of the Graduate School and the program as outlined in the UNT Dallas Graduate Catalog and UNT Dallas policies. \_\_\_\_\_ *(initial)*
- I understand the terms of my provisional admission to the UNT Dallas Counseling Program. \_\_\_\_\_ *(initial)*
- I understand my degree requirements including courses, examinations, and field experiences. I understand that it is solely my responsibility to meet prerequisites and application requirements throughout my program of study. I understand I may contact my academic advisor or the Counseling Program office with questions. \_\_\_\_\_ *(initial)*
- I understand UNT Dallas Counseling Program policies and procedures including those related to honoring diversity, disability accommodation, ethical/legal awareness, Tk20, email communications, professional endorsement, required counseling experiences, and expectations for dress and conduct. \_\_\_\_\_ *(initial)*
- I understand UNT Dallas Counseling Program academic policies and procedures including those related to degree timeline, course sequencing and registration, incompletes, APA style, professional journal access, academic integrity, identification of a guiding counseling theory, grievance and appeals process, and student evaluation of courses and instruction. \_\_\_\_\_ *(initial)*
- I further understand that the faculty of UNT Dallas has the right and responsibility to monitor my academic progress, my professional ethical behavior, and my personal characteristics and, based on that monitoring, to make decisions about my standing in the Counseling Program—whether I will continue without restriction, will continue with restriction and/or remediation, or will withdraw from the program. I understand that remediation can include the requirement of personal counseling that I undertake at my own expense. \_\_\_\_\_ *(initial)*
- I understand that the UNT Dallas Counseling Program faculty defines Satisfactory Progress as earning a B or higher in all COUN-prefix courses. I understand that I must complete each clinical course, including COUN 5680, 5660, 5740, 5690, 5720, and 5721, with a grade of B or higher before enrolling in the next course. Should I be unable to complete a clinical course with a grade of B or higher after two attempts, I understand continuation in the Counseling Program is by successful grade appeal only. \_\_\_\_\_ *(initial)*

# UNDERSTANDING AND ACKNOWLEDGMENT

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- I understand that success in the sequence of clinical courses, including but not limited to COUN 5680, 5660, 5740, 5690, 5720, and 5721, requires some skills different from those required for success in didactic courses; thus, success in didactic courses does not guarantee success in clinical courses. I also understand that the sequence of clinical courses involves the demonstration of increasingly complex counseling competencies and, consequently, that success in earlier course(s) in the sequence does not necessarily indicate success in later course(s) in the sequence. \_\_\_\_\_ (*initial*)
- I understand both personal and professional considerations for enrolling in the UNT Dallas Counseling Program. I take personal responsibility for managing possible effects on my personal life and developing a strong professional identity. \_\_\_\_\_ (*initial*)
- I understand that counselor licensure and certification requirements vary by state and are subject to change at any time. I understand I am responsible for customizing my program of study to match requirements for the state(s) in which I intend to practice counseling. \_\_\_\_\_ (*initial*)
- I understand and acknowledge that neither UNT Dallas or UNT Dallas Counseling Program will provide or pay for my legal counsel in the event I am sued for malpractice while doing my counseling practicum internship, guidance practicum, or other related laboratory experiences, nor will the University pay damages or other costs incurred by me in the event I am found liable. I hereby agree to provide proof of malpractice insurance and notification of any changes in my insurance coverage as specified on the "Statement of Liability Awareness" form. I will hold UNT Dallas harmless in the event I am sued and found liable. \_\_\_\_\_ (*initial*)
- I understand and acknowledge that my educational performance ratings may be included in research for the purpose of evaluation of the UNT Dallas Counseling Program. I understand that my individual identity will not be revealed to the public as part of this research. \_\_\_\_\_ (*initial*)

Signature \_\_\_\_\_ Date \_\_\_\_\_

Print name \_\_\_\_\_