

MASTER'S DEGREE  
COUNSELING & HUMAN  
SERVICES PROGRAM

*STUDENT HANDBOOK*



Counseling & Human Services Programs

Texas Christian University  
Fort Worth, Texas 76129

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Dear Students:

Congratulations and welcome to the TCU Counseling & Human Services Counseling program!

The Counseling & Human Services Program Student Handbook is designed to inform students about various aspects of the program from start to finish. As such, we provide information about the program, required classes throughout the program with required pre-requisites, practicum/ field experience, and requirements for degree candidacy.

The program faculty are continually working to make improvements to maintain a program that is the most educationally beneficial to our students; therefore, changes to the Student Handbook are ongoing and any updates will be distributed to students via e-mail from the Program faculty. Any changes will be implemented upon notification. Our goal is to create a program that offers meaningful educational experiences to help create ethical and competent counselors.

If you have any questions after reviewing the Student Handbook, feel free to contact counseling core faculty or Lori Kimball at [l.kimball@tcu.edu](mailto:l.kimball@tcu.edu) for more information. We work to create an environment where students feel supported and are willing to assist students through their educational journey and personal and professional growth.

Sincerely,

Counseling & Human Services Program Faculty and Staff



## Overview of the Counseling & Human Services Counseling Program

### Mission and Program Objectives

Texas Christian University's mission is "to educate individuals to think and act as ethical leaders and responsible citizens in the global community," and the mission of the TCU College of Education is to prepare exemplary leaders for diverse educational settings and related fields who are reflective, ethical, innovative, and committed to all learners. Similarly, the Counseling & Human Services Program aims to prepare counselors to work in diverse settings and be reflective, ethical, and competent practitioners in their chosen work roles.

Specific program objectives include the following:

1. Demonstrate clinical competence using an approach that emphasizes client strengths and resiliencies
2. Demonstrate knowledge and adherence to professional ethics
3. Engage in personal and professional reflections to develop strategies for life-long learning and improvement of counseling skills
4. Develop and maintain culturally-responsive counseling relationships through ongoing contemplation of counselor awareness, knowledge, skills, and advocacy
5. Perform the assessment and intervention skills needed to work with individuals in a variety of settings
6. Demonstrate mastery of necessary foundational knowledge to successfully pass licensing exam required by the Texas State Board of Examiners of Professional Counselors
7. Demonstrate knowledge of systemic and environmental factors that affect human development, functioning, and behavior
8. Practice approaches for assessing the conditions of the work environment on clients' life experiences
9. Demonstrate counselor characteristics and behaviors that influence the counseling process
10. Apply knowledge of types of groups and other considerations that affect conducting groups in varied settings
11. Demonstrate knowledge of ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation
12. Present client cases that include the following: intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management

### Philosophy

The Counseling & Human Services Program prepares counselors to take leadership positions in counseling, planning, directing, implementing, and evaluation.

The Counseling & Human Services Program prepares counselors to take leadership positions in counseling, planning, directing, implementing, and evaluating counseling programs in schools and communities. Students entering TCU's Counseling & Human Services program enter a community of collaborative and nurturing relationships among students and faculty, relationships that continue long after graduation. While in the program, students develop competence in counseling and also a network of people, skills, and resources. As one student stated: "I am prepared to not only find a job but to be qualified above and beyond in that position".

The program, grounded in solution-focused practice, emphasizes client strengths and resiliencies and reflects our belief in the resources clients bring to counseling rather than their pathology. From the earliest clinical class (Helping Relationships) through Practicum, students learn and apply this evidence-based approach focusing on clients' preferred futures, strengths, and resources. Although other counseling approaches are presented, focusing intensely on the practice of SF therapy allows students to develop a deep understanding in solution-focused brief therapy (SFBT) by the time they graduate.

To learn more about the SFBT approach, we encourage you to read the following:

[Solution-Focused Brief Therapy by Mo Yee Lee, PhD](#)

The Counseling & Human Services Program at TCU upholds the American Counseling Association's (ACA) Code of Ethics. In addition to reading this Handbook, students must read and adhere to the ACA Code of Ethics, which may be found online at the following website:

<https://www.counseling.org/resources/aca-code-of-ethics.pdf>

## **Administration**

The Counseling & Human Services program is a graduate program within the College of Education (COE). Dr. Jan Lacina serves as the Associate Dean for Graduate Studies in the COE and may be contacted at [j.lacina@tcu.edu](mailto:j.lacina@tcu.edu). This program is housed in the department of Counseling, Social Change, and Inquiry (CSCI). Dr. Gabriel Huddleston serves as the department chair and may be contacted at [g.huddleston@tcu.edu](mailto:g.huddleston@tcu.edu).

Information specific to graduate studies in the College of Education may be located at <http://coe.tcu.edu/graduate-overview/>. At this site, students can explore graduate programs, obtain information about general financial aid, and link to other related items. The Graduate Catalog is maintained on the website of the Registrar and may be found online at the following website: <http://tcu.smartcatalogiq.com/current/Graduate-Catalog>

NOTE: Students should be aware that while every effort is made to keep this handbook up to date, in the event that there is a discrepancy between this handbook and the Graduate Catalog in effect when the student first enrolled, the guidelines and requirements as set forth in the applicable Graduate Catalog take precedence. However, should certification or licensure requirements change before a new catalog is available, the new requirements must be followed. Students will be notified of these changes.

## **Accreditation**

Texas Christian University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate, master, and doctoral degrees. The College of Education is also accredited by the Texas Education Agency.

This Handbook may serve as a guide, but students should adhere to the TCU Graduate Catalog and information obtained from their academic advisor. *Last updated December 2023*

## Faculty & Staff

### Administration

#### **Frank Hernandez, Ph.D.**

Dean, College of Education

#### **Jan Lacina, Ph.D.**

Associate Dean of Graduate Studies, Research, & Strategic Partnerships

#### **Gabe Huddleston, Ph.D**

Department Chair for Counseling, Societal Change, and Inquiry

### Counseling Core Faculty

**Cebrail Karayigit, Ph.D.,** Dr. Karayigit is an Associate Professor in the Counseling & Human Services program. Prior to teaching in higher education, he gained extensive counseling experience with diverse groups of students for school and clinical settings in various geographical locations. He is a Licensed Professional Counselor (LPC) and Nationally Certified Counselor (NCC). His research interests are in the areas of meaning in life among emerging adults and multicultural counseling. As a counselor educator, he is equally comfortable toggling between teaching courses on school counseling, general counseling, clinical mental health counseling, and associated courses in the counseling curriculum.

**Emily D. Michero, Ph.D.,** Dr. Emily Michero is an Assistant Professor of Professional Practice and Clinic Director in the Counseling & Human Services Program. Dr. Michero holds a Ph.D. in Counselor Education and Supervision from the University of North Texas. She is a Licensed Professional Counselor and board-approved supervisor (LPC-S) in the state of Texas and has over 15 years of clinical experience. Her clinical experiences include schools, outpatient treatment centers, inpatient hospitals, university clinics, and private practice. Dr. Michero has taught master's level courses in Advanced Counseling Skills, Practicum, Internship, Development across the Lifespan, and Adolescent Counseling. As an LPC-S, she has provided supervision for master's students, doctoral students, and Licensed Professional Counselor Associates.

**Marcella D. Stark, Ph.D.,** Dr. Marcella Stark is an Associate Professor in the Counseling & Human Services Program and serves as the program coordinator. Dr. Stark's Ph.D. is in Counselor Education and Supervision. She holds licensure in Texas as a Licensed Professional Counselor and board-approved supervisor (LPC-S) and has over 10 years of clinical experience in university counseling. Her research focuses on solution-focused applications, clinical supervision, counselor training, and mentoring within the counseling profession. Dr. Stark has taught master's level courses in Counseling Theories, Career Development, International Practices in Counseling, Assessment in Counseling, Pre-Practicum, Field Experience in Student Affairs, and Practicum, as well as doctoral courses in counselor supervision and teaching.

**Elizabeth R. Taylor, Ph.D.,** Dr. Elizabeth Taylor is a Professor in the Counseling & Human Services Program and serves as the Counseling Practicum/Internship Coordinator. She has been in education for 40 years as a special education teacher and educational diagnostician, as a school counselor, as an adjunct instructor for several universities, and an assistant professor at the University of Texas Health Science Center at San Antonio. She also served for seven years as an associate dean at TCU in the College of

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Education. Her licensures and certifications include: Licensed Professional Counselor and board approved supervisor, Licensed Marriage and Family Therapist, Registered Play Therapist and Supervisor, Certified School Counselor, and approved family mediator. She has worked in public and private schools, hospital settings, private practice, and community agencies. She teaches master's level courses, including Helping Relationships, Small Group Dynamics, DSM-Diagnosis and Treatment, Abnormal Psychology, and practicum, as well as doctoral classes in strength-based approaches in counseling, advanced counseling theories, and advanced group process.

## **Non-Core Faculty**

**Amanda Allison, Ph.D.**, Dr. Amanda Allison is an associate professor and coordinator of art education in the College of Fine Arts. She teaches the Therapeutic Arts elective course, and her scholarship focuses on the use of art in counseling.

**Erin A. Booher, Ph.D., LPC-S, NCC, CSC**, Dr. Erin Booher is a clinician in private practice in Fort Worth, Texas. Prior to working in private practice, Dr. Booher was a school counselor for nine years. She uses solution-focused brief therapy with clients in private practice and provides supervision to LPC-Associates. She serves as an adjunct faculty member at Texas Christian University and enjoys working with students who are learning solution-focused brief therapy. Active in several professional associations, Dr. Booher serves on the Board of Directors for Texas Mental Health Counselor's Association and is a member of the American Counseling Association. Dr. Booher is a Licensed Professional Counselor Supervisor in the state of Texas, a National Certified Counselor, as well as a Certified School Counselor.

**Mentanna Campbell, Ph.D, LPC**, Dr. Campbell is a licensed professional counselor in the Burleson, Texas. Although she works with a wide array of clients, Mentanna specializes in couple's therapy. She also co-created a program for women who have experienced sexual betrayal and regularly leads psychotherapy groups for this population. In addition, Mentanna loves teaching and is a part of the adjunct faculty at Texas Christian University and B.H. Carroll. Her areas of research include the counselor's way of being and the resolution of religious and spiritual struggles within the context of counseling.

**Drew Dutton, M.Ed.**, Drew Dutton is a graduate of the TCU Counseling & Human Services Program and serves as an adjunct faculty member, teaching the Addictions Counseling course. He also serves as the Vice President and Clinical Director for Phoenix House, an addiction treatment facility.

**Amber Esping, Ph.D.**, Dr. Amber Esping is an associate professor of Educational Psychology at Texas Christian University in Fort Worth. She teaches courses in educational psychology, human development, human resilience, and philosophical underpinnings of psychotherapy. Her scholarship focuses on (1) the history of human intelligence theory and testing, and (2) the application of existential psychology to academic contexts and qualitative inquiry.

**Katharine Ottone Davis, Ph.D., LPC**, Dr. Katherine Ottone is a licensed professional counselor (LPC) and holds a PhD in Counseling and Counselor Education from Texas Christian University (TCU). She is also certified in clinical hypnosis through the American Society of Clinical Hypnosis utilizing Ericksonian hypnosis. Katharine is active in training other professionals as adjunct faculty at TCU for the master's counseling and human services programs and a trainer for the North Texas Society of Clinical Hypnosis. She works with children and families at her private practice in Southlake, Texas.



**Theresa Paschall, M.Ed.,** Theresa Paschall teaches the Guidance and Counseling course. She holds an M.Ed. and several certifications, including Texas School Counselor Certification and Texas Principal Certification. She served for five years of the Director of Counseling in Crowley ISD before becoming the Director of Social Emotional Services in Burleson Independent School District. Theresa holds additional certifications in Trust-Based Relational Intervention (TBRI), Youth Mental Health First Aid, and as a Trauma and Loss School Specialist.

**Michelle Rollins, PhD, CSC,** Dr. Michelle Rollins is a certified school counselor and has extensive experience working with elementary students and families from diverse populations. She integrates components of mindfulness into her counseling program and in her work with children to promote social emotional learning and self-regulation. She currently works as an elementary professional school counselor in Birdville ISD. Michelle holds a PhD in Counseling and Counselor Education from Texas Christian University where she serves as an adjunct faculty member teaching Counseling Theories.

**Heather Shahan, Ph.D., LPC-S, LMFT-S,** Dr. Shahan has worked for 18 years in private practice where she specializes in forensic work. She provides individual, couples, family, and group counseling for both mandated clients and those seeking mental health counseling.

**Rebekah Shutter, Ed.D, M.A., LPC-S,** Dr. Rebekah Shutter is the Director of Clinical Operations at Mesa Springs Hospital in Fort Worth, Texas. She has worked in mental health hospitals for over ten years and also owns her own private practice where she specializes in working with bipolar disorder.

**Olivia Wedel, Ph.D., LPC, NCC, LCDC,** Dr. Olivia Wedel is a clinician in private practice and a licensed CEU provider in Fort Worth, Texas. Olivia uses solution-focused brief therapy with clients in private practice. She serves as an adjunct faculty member at Texas Christian University (TCU) and enjoys working with students who are learning solution-focused brief therapy. Active in several professional associations, she serves on the Board of Directors for Texas Mental Health Counselor's Association and the North Central Texas Counseling Association. Olivia is a Licensed Professional Counselor and a Licensed Chemical Dependency Counselor in the state of Texas, as well as a National Certified Counselor.

## **Staff**

**Audra Guereca** – Assistant to the Dean  
[a.guereca@tcu.edu](mailto:a.guereca@tcu.edu); 817-257-7663

**Lori Kimball** – Graduate Coordinator, Graduate Studies  
[l.kimball@tcu.edu](mailto:l.kimball@tcu.edu); 817-257-7661

**Maria Solari**- Program Specialist for Counseling, Societal Change, and Inquiry  
[m.solari@tcu.edu](mailto:m.solari@tcu.edu); 817-257-7698

## Assessment of Counseling Dispositions and Skills

As prospective counselors, you are expected to represent the college as professionals and adhere to the ethics and standards of the counseling profession. In addition to the College's Student Code of Conduct, professional dispositions and necessary skills apply to all students in the TCU Counseling & Human Services Programs. The dispositions address affective attributes and general dispositions attributed to a counselor. The skills address skills related to the knowledge and application of solution focused brief therapy (SFBT). The Assessment of Counseling Dispositions and Skills rating form provides insight on what dispositions and skills will be assessed. Please refer to the Assessment of Counseling Dispositions and Skills Rubric for further guidance.

Upon entry to the program, students will be introduced to professional dispositions, as well as the procedures for assessment of dispositions and skills. During New Student Orientation, students will be provided information for accessing the Assessment of Counseling Dispositions rating form and rubric (available in this Student Handbook).

### When are Student Dispositions and Skills Assessed?

Dispositions and Skills for Counseling & Human Services students are assessed at least once annually by core counseling faculty. Particular attention is paid to evaluation of students upon completion of the following clinical courses: Helping Relationships, Small Group Counseling, Advanced Counseling Skills & Ethics, and Practicum. Students who received low ratings (e.g., 1 or 2) will be assessed in the following long academic term (i.e., fall or spring) to monitor improvement.

### What is the Disposition and Skills Assessment Process?

1. Counseling core faculty meet, as a group, to assess each candidate's dispositions and skills and complete the assessment forms.
2. At least one core faculty member will review the Disposition and Skills Rating Form with the student after the completion of faculty assessment.
3. Students will sign the rating form indicating they have reviewed their ratings with a faculty member and agree to the ratings and recommendations, if applicable. If the student does not agree with the recommendation and wishes to appeal, information regarding the appeal process is below.
4. If the student earns a 1 or 2 rating, indicating the student is below expectations, the counseling core faculty will note recommendation(s) on the rating form. Additionally, low ratings *may* warrant an Academic Performance & Professionalism Warning and/or prevent the student from enrolling in Practicum.
5. If the student earns a 1 or 2 rating in subsequent semester(s), an Academic Performance & Professionalism Warning will be issued, and the student will be prevented from enrolling in Practicum.

### Student Disposition Appeals

A student has the right to appeal the decision and recommendations of the core counseling faculty. The recommendations appeal must be made to the core counseling faculty within ten (10) business days of the review meeting when student received information about the program decision and recommendations. The counseling core faculty committee shall review the case and provide the student with an opportunity to speak on his/her behalf. The counseling core committee may interview any stakeholders including, but not limited to, faculty or staff who have previously assessed or provided documentation of past

dispositions. After reviewing all documentation, and interviewing all relevant parties, the counseling core faculty will deny or accept the appeal, with or without conditions.

## Programs of Study

### ***Clinical Mental Health Counseling (60 credit hours)***

The Master of Education in Clinical Mental Health Counseling focuses on providing students with a 60-hour, rigorous and strength-based program to prepare students for licensure (LPC) in the State of Texas and is accredited by the Council for Accreditation of Counseling and Related-Educational Program (CACREP). This degree requires a separate application and interview process.

### ***School Counseling (48 credit hours)***

The M.Ed. in School Counseling meets the requirements of the Texas State Board of Educator Certification and follows the guidelines for certification in school counseling. If students choose the school counseling specialization, they must pass the practice TExES exam being release for an attempt on taking the state exam for counseling in schools. Additionally, the individual must be a certified teacher and have two creditable years of teaching experience as defined by [Chapter 153, Subchapter CC](#) in order to seek certification. If students choose to be on the certification track, they must do so in their first semester of course work. If students do not respond and officially accept being in the certification program, they will not be able to count their courses toward certification at a later date. Several options exist for obtaining teacher certification, so students are encouraged to meet with their advisors regarding these options. All counseling classes may also be applied to Texas professional licensure.

EDUC 60323	Assessment in Counseling
EDUC 60823	Educational Program Evaluation & Research
EDUC 50143	Theories of Human Development
EDGU 50223	Helping Relationships
EDGU 60003	Counseling Diverse Populations
EDGU 60233	Career Development and Information
EDGU 50323	Small Group Dynamics
EDGU 60143	Counseling Interventions
EDGU 60383	Counseling Theories and Techniques
EDGU 60613	Guidance and Counseling Programs
EDGU 60223	Advanced Skills and Ethics
EDGU 70103	Practicum 1

### ***Human Services (36 credit hours)***

The M.Ed. in Human Services focuses on providing students with a 36-hour rigorous and strength-based program designed for students who are interested in providing social services in settings that

do not require licensure or certification. The following courses are required in the 36-hour Program.

<a href="#">EDUC 60823</a>	Educational Program Evaluation & Research
<a href="#">EDGU 60613</a>	Guidance and Counseling Programs
<a href="#">EDGU 50223</a>	Helping Relationships
<a href="#">EDGU 60003</a>	Counseling Diverse Populations
<a href="#">EDGU 60233</a>	Career Development and Information
<a href="#">EDGU 50323</a>	Small Group Dynamics
<a href="#">EDGU 60143</a>	Counseling Interventions
<a href="#">EDGU 60383</a>	Counseling Theories and Techniques
<a href="#">EDGU 60223</a>	Advanced Skills and Ethics
<a href="#">EDGU 70103</a>	Practicum I
	Two 3-hour electives (must be approved by advisor)

## Curriculum

The information provided in this section defines required and available courses for the completion of the Masters of Education in Counseling.

### **ARED 60970 Special Problems - The Therapeutic Arts**

This class is for any major at TCU interested in learning how the arts can be therapeutic. Students in this class will make personal artwork for therapeutic ends. They will learn how art is therapeutic to marginalized populations like children in trauma, persons with disabilities, persons with chronic pain, those who are homeless and others.

### **EDUC 60143 Theories of Human Development**

Prerequisites: Admission to College of Education or written permission of the Dean, College of Education. Selected theories of human behavioral, social, and emotional development.

### **EDUC 60823 Educational Program Evaluation & Research**

This is an introductory graduate-level course in program evaluation and research methods. The evaluation of programs, curriculum projects, accreditation standards, and personnel appraisal are explored using different approaches. Other topics include purpose, qualitative and quantitative inquiry designs and data-collecting methods, analysis of data, sampling techniques, communication of results, and reliability and validity. Particular emphasis is placed on case study for the purpose of planning, conducting, and writing the evaluation for presentation to stakeholders.

**EDGU 50223 Helping Relationships**

Examination and practice of specific skills and processes essential to the development of helping relationships. Emphasis is placed on the development of interpersonal skills and professional ethics necessary to counseling.

**EDGU 50323 Small Group Dynamics**

Study of the group as an interactional system, including: group process, group roles, guidelines for group selection and guidance, techniques for facilitating interaction, strategies for building credibility in groups, and the impact of life styles on group needs.

**EDGU 60003 Counseling Diverse Populations**

Prerequisite: Admission to the Counseling & Human Services program. A theoretical and skill development course for counselors to strengthen multicultural sensitivity, awareness, knowledge and skills. This class is designed to effectively prepare students for working in a diverse society by supporting appreciation of difference, acknowledging strengths and similarities among people, and learning to think and act ethically when delivering mental health services and advocating for clients.

**EDGU 60143 Counseling Interventions**

Prerequisite: EDGU 50223. Examination of techniques, strategies and methods of counseling; strategies to deal with resistant clients and acting out children; approaches to parent and professional consultation; crisis intervention issues and resources, and ethical and legal issues in the practice of counseling

**EDGU 60113 DSM: Diagnosis and Treatment**

Overview of DSM disorders, their prevention and treatment.

**EDGU 60133 Addictions Counseling**

Principles and practices of drug and addiction education and abuse prevention with special application to the functions of counselors. Students will learn about the impact of addictive substances on the brain, co-occurring disorders, models of addiction, levels of treatment, assessments used to identify substance abuse, and evidence-based practices in the field of addictions counseling. Students will also learn about the assessment and treatment of behavioral/process addictions, with specific attention paid to the similarities and differences between substance and process addictions.

**EDGU 60163 Abnormal Human Behavior**

This course examines the historical and current understanding of “normal” and “abnormal” within the context of family, community, and cultural systems. Possible causes for the diagnosis of mental illness and effective treatment approaches, including individual, family, group, and pharmaceutical interventions, are explored.

**EDGU 60213 Introduction to Marriage and Family Therapy**

Prerequisite: Admitted to Graduate Education. Examination of systems theory and the varying theoretical constructs, including strategic, structural, experiential, brief, and communication approaches.

### **EDGU 60233: Advanced Counseling Skills and Ethics**

Prerequisite: EDGU 50223. This course further examines counselor ethics, including records management, an overview of business/family law and professional practice, the study of current LPC rules, and other topics of counselor practice such as business and family law practice, CPS reporting, and suicidal ideation procedures. This course is also designed to provide supervised experiences and critiques of recorded practice for the development of counselor presence and individual counseling techniques. Opportunities will be provided to discuss, observe, and demonstrate effective counseling behaviors in an effort to prepare students for practice.

### **EDGU 60233 Career Development and Information**

Orientation to life planning and the world of work; theoretical models of career choice; examination of career information and resources and systems of career information utilization.

### **EDGU 60323 Assessment in Counseling**

The purpose of this course is to help counselors become better consumers of psychological and educational instruments designed to measure and assess those characteristics/factors necessary to assist clients in achieving optimal development. This course will instruct counseling students in the development, administration, scoring and interpretation of assessment measures.

### **EDGU 60383 Counseling Theories and Techniques**

Prerequisite: Must be admitted to Graduate Education. Orientation to established theories of counseling by examining and evaluating each theory's philosophical background, goals, and techniques and conceptualizing cases based on one's theoretical approach; consider issues in crisis counseling; and discuss ethical issues as they apply to hypothetical cases.

### **EDGU 60403 Theories of Student Development**

Prerequisites: Admission into a Counseling & Human Services program. This course explores the cognitive, affective, social, and moral development of young adulthood with a special emphasis on developmental and contextual risks and resiliencies that affect best practices in higher education.

### **EDGU 60613 Guidance and Counseling Programs**

Focus the development and implementation of school guidance programs, the services essential for effectiveness, coordination of pupil services with other elements of the educational program, strategies to build community resources and relationships, and program evaluation needs.

### **EDGU 70103 Practicum \***

Prerequisites: EDGU 50223, 60143, 60613 or 60423, and 50323. This course involves the supervised application of counseling and guidance approaches and techniques focusing on: students' videotape transcriptions and case studies, legal and ethical issues, and certification and licensure. A minimum of 160 hours is required of onsite experience, with a minimum of 40 hours in direct client contact.

### **EDGU 70233 International Practices of Counseling**

Prerequisites: Graduate status and permission from instructor. This course involves a cultural immersion experience designed to provide students with an understanding of the role culture plays in the practice of counseling, with a focus on counseling in another country. Students will participate in a faculty-led trip abroad, short term (not semester).

\*Please note that TCU practicum supervisors are required to: meet an average of 1.5 hours weekly with supervisee in group consultation, conduct in-person or virtual site visits at least once in a semester, provide case consultation for two clients per supervisee by video or in person, facilitate case studies and presentations for orals, be available for emergencies (or appoint another faculty member), and provide ethical training on professional association, legal, and licensure requirements.

## **Professional Liability Insurance**

As part of the application process for practicum or field experience in student affairs courses, students are required to acquire professional liability insurance that covers them in the capacity of a student-counselor. Proof of insurance must accompany the completed application packet.

Aside from the practicum or field experience in student affairs courses, we recommend that students continue carrying such professional liability insurance throughout their professional careers.

## **Professional Counseling Organizations**

Membership in professional organizations is an important aspect of professionalism. Joining a professional organization reflects commitment to the counseling field, in general, as well as your specified areas of interest. Counselors and student development professionals should obtain membership in professional associations after they earn their degrees if they are to stay current in the field and keep up-to-date of new trends and issues. Active participation in professional associations is vital to professional success as professional organization membership enhances professional identity and may be organized around specific interest and practice areas.

Joining at least one professional counseling organization is strongly encouraged as it may be advantageous for graduate students on many levels. Benefits of student membership may include but are not limited to:

- student affiliate membership rates
- professional liability insurance at a discounted student rate
- subsidized conference fees
- professional newsletters and journals
- opportunities for professional involvement

Some examples of counseling organizations include:

### Local/State Level:

North Central Texas Counseling Association (NCTCA)

Texas Counseling Association (TCA)

<https://www.txca.org/>

Texas School Counselors Association (TSCA)

### National Level:

American Counseling Association (ACA)

<https://www.counseling.org/>

American School Counselor Association (ASCA)

Association for Addictions Professionals (NAADAC)

## **Professional Development Activities**

Students are encouraged to engage in professional development activities in addition to joining professional counseling organizations. Specifically, students are encouraged to join the TCU counseling closed Facebook group which posts announcements for professional development opportunities in the area. To be added to the group, students send a request to Dr. Marcella Stark, the group administrator. In addition, students presenting at conferences are able to apply for financial aid through the university to defray travel costs.

## **School Counselor Credentialing**

The School Counseling certification program at TCU has been carefully designed to prepare exemplary counselors for Texas public schools. Program curriculum is scientifically-based and aligned with [state school counseling standards](#) and Texas Essential Knowledge and Skills (TEKS) adhering to the [Educator Code of Ethics](#). As noted in the College of Education mission statement, program focus is on educator effectiveness in diverse educational settings and the preparation of leaders who are “reflective, ethical, innovative and committed to all learners”.

The TCU College of Education school counselor program provides many opportunities to learn about school counseling while practicing in the public-school setting. You will be prepared to implement a positive, equitable, engaging learning environment that establishes rapport with your students and their parents. You will learn to model, manage, and motivate in ways that meet the academic needs of all students. Technology will become a comfortable tool for instruction, data management and research.

At the close of your school counselor program, you will complete a required practicum experience consisting of performing selected duties of a School Counselor in a TEA accredited school setting. You will be observed formally and informally by a TCU field supervisor who will provide feedback on your performance with opportunities for communication, collaboration and reflection. Approaching graduation, you will know that you have taken the first steps to becoming the school counselor you envisioned you could be.

### **Admission**

*Students seeking admissions to the School Counseling must be a certified teacher at the time of applying to the program and will need to provide an official service record.* After applying, students will be sent a letter verifying their admission to the school counseling track, and their information will be entered into the Accountability System for Educator Preparation Programs (ASEP) database. Students will be charged an admittance fee of \$35, posted to the TCU student account.



- Completed application (details found at <https://coe.tcu.edu/academics/graduate-programs/counseling.php#acc21e143-admission-checklist>)
- Undergraduate degree from accredited college/university with GPA of 3.0 or higher. Applicants with lower GPA who have extensive relevant experience and/or graduate GPA above 3.0 may be considered on a case-by-case basis.
- Ratings of 3 or higher on the Interview Rubric.
  - 5 = exceeds expectations, 4 = above average, 3 = average, 2 = below average, 1 = poor

## Criminal History Evaluation

Pursuant to the Texas Education Code (TEC), §22.083, candidates must undergo a criminal history background check prior to employment as an educator; and (2) pursuant to the TEC §22.0835, candidates must undergo a criminal history background check prior to practicum. A person who is enrolled or planning to enroll in a SBEC educator preparation program, or planning to take a certification exam may request a preliminary [criminal history evaluation](#) letter regarding the person’s potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense. [\(TAC §227.1\(d\)\)](#)

## School Counseling Program Retention, Remediation, and Dismissal

**Termination/Self-Selected Exit – Admitted Candidates:** Candidates who select to pursue school counseling certification must maintain all requirements, demonstrate successful academic progress as outlined in the TCU Graduate Catalog and this Handbook (see sections regarding professional behavior standards, violations, and student retention, remediation, and dismissal). TEA has stated “if a candidate is NOT enrolled in the university, then they are not actively enrolled in the EPP and MUST be removed from ECOS (Educator Certification Online System).” Therefore, candidates who do not maintain enrollment will be considered a self-selected exit from the School Counseling Program.

Candidates removed or self-selected exit from the TCU COE School Counseling Program are not successful program completers and will not be able to seek recommendation for school counselor certification through Texas Christian University. A candidate’s removal from his/her field practicum at any time can occur upon the request of the practicum site administrator or supervisor. Depending on the circumstances, securing of an alternative practicum site may or may not occur. The Director of Accreditation, Certification, and Assessment will send a formal letter of dismissal from the COE School Counseling Program to the candidate. A formal response is required from the Candidate to acknowledge receipt. The candidate will be removed from the TCU COE School Counseling program database with TEA. Candidates who do not formally respond to the letter after the given time period will be removed from the TCU COE School Counseling Program database with TEA. [TAC §228.20\(h\)](#)

## Testing for School Counselor Certification

Upon successful completion of the School Counseling program of study, students will have completed the educational component required to be eligible to sit for the School Counselor licensure exam delivered from the [Texas Education Agency](#) (TEA).

To be eligible to take the TExES School Counselor exam, professional certification candidates must pass the practice School Counseling exam. For school counseling, these exams are administered during a designated class period or by appointment with program advisors.

Upon passing the appropriate practice exam, the Director of Accreditation, Certification, and Assessment, will approve the candidate for one attempt on the School Counseling exam with the state, and will send the student instructions for registration with [Pearson](#). It is strongly recommended that students test at the earliest possibility upon being released to test.

The College of Education is dedicated to student success on state exams. Every effort will be made to provide additional instruction and support, if needed, to ensure this success.

Students who fail to take the appropriate TExES exam and/or seek certification within three years of program completion must present documentation of completion of TExES review or additional coursework prior to receiving permission to test. The practice test may be given again.

There is a TEA mandated 5-time limit on taking a single certification exam with a 30 day wait time between testing dates. Any tester who has attempted a test (regardless of how many attempts before August 31, 2015) may test up to four more times after September 1, 2015. Additional attempts would require the completion and submission of [test limit waiver](#) to TEA.

Program completers that have met all the requirements per [TAC §239.20](#) and submission of supporting documentation may apply for certification. The Director of Accreditation, Certification, and Assessment will review all documentation, testing, TCU conferred degree and upon successful review will submit a recommendation for certification. Certificates are accessible on the TEA website by entering information in the [Certificate Lookup](#).

### **Military Service Members, Military Spouses, and Military Veterans**

Effective September 1, 2015 the Texas Education Agency (TEA) will waive certain fees for eligible military service members, military veterans, and military spouses. Military Service Members, Military Spouses, and Military Veterans review of credentials and waiver information may be found in the [Texas Administrative Code \(TAC\) §234](#).

## **Campus Services**

### **Learning Environment**

TCU boasts an endowment of over \$1.5 Billion, and is home to an accomplished student body of more than 10,000 students from around the nation and the globe. The College of Education projects no decrease in the level of support in the near future.

The construction of the 24,000 square foot Bailey-Palko Complex for the College of Education in 2007 demonstrates TCU's support for a quality-learning environment. This state-of-the-art facility houses the Counseling & Human Services Program.

### **Financial Assistantships and Resources**

TCU provides opportunities for financial aid to graduate students. The academic deans make most financial aid appointments. The following appointments are available:

- **Teaching, Research, or Graduate Assistantships** provide a partial or whole tuition grant and often include a stipend for the academic year for teaching assignments or equivalent research and/or

departmental duties. The maximum assignment is two classes or three labs each semester, equivalent research duties, or a combination of research and teaching duties.

- **Fellowships and Scholarships provide tuition grants** including a stipend and require no duties. Appointments are typically for nine or twelve months.
- **Technology Resources Graduate Assistantships** provide tuition and stipends for an academic year. These appointments require half-time duties in Technology Resources and are available to graduate students regardless of field or specialization. Summer half-time appointments are also available.

The Counseling & Human Services Program is committed to providing support to graduate students. TCU's College of Education provide generous financial aid. For more information, please visit this link: <https://coe.tcu.edu/financial-aid/>

## **Mary Couets Burnett Library**

The TCU library employs approximately 50 library personnel who are available to assist students with scholarly inquiry, study, and research.

The TCU library provides the following for use by TCU students, faculty, and staff:

1. 100 workstations running Windows 7 and equipped with base PC software described below. Hardware includes at least 19" monitors, 1GB RAM, all with CD-R/RW drives.
2. 4 PC multimedia workstations equipped with additional peripheral hardware and software, as described below.
3. 10 iMac computers running OS X, with software packages described below
4. 5 of the iMac computers are equipped with HP Scanjet N6310 scanners
5. 4 workstations on height-adjustable tables to accommodate wheel-chair access
  - 1 ADA (Americans with Disabilities Act) station on a height adjustable table, equipped with software for use by the visually impaired
  - Canon DR-1210C color scanners

## **Technical Support**

All TCU students are provided accounts to access the TCU email system, the campus network, file storage, and the myTCU portal.

You may contact the Information Technology (IT) support help desk for help with IT related applications, connecting to the TCU network, or other technology related concerns. The IT department can help students via phone, chat, in-person visits, or remote support tools. You may contact IT at 817-257-5855 or visit their walk-up location on the first floor of the Mary Couets Burnett Library.

## **TCU Counseling and Mental Health Center**

The TCU Counseling and Mental Health Center provides a variety of professional services, including short-term counseling, medication management, psychiatric consultation, and referrals. Counseling services are provided by licensed psychologists, licensed professional counselors, licensed social workers, and graduate level trainees under the supervision of a licensed staff therapist. A board-certified consulting psychiatrist provides psychiatric services.

Approximately ten full-time staff, the majority of whom are licensed professionals provide the following services:

**Individual, Couples, and Group Counseling** services consist of short-term counseling for students seeking assistance with challenges of college and life. Counseling sessions typically last 45-50 minutes. Stress, academic pressures, relationships and family concerns, depression, test anxiety, disordered eating, grief, and self-esteem issues are some common reasons students request counseling. Personal growth and various support groups are formed to meet the needs of students on specific issues.

**Crisis Intervention:** In case of emergencies, a crisis counselor is available Monday through Friday from 8:30 a.m. to 4:30 p.m. Campus police assist with after-hours emergencies.

**Psychiatric Services:** Psychiatric evaluations and consultations are available for students who are using counseling services. Students seeking long-term medication management who are not in counseling will be referred to providers in the community.

**Consultations:** Counseling and Mental Health Center staff members are available to consult with concerned family, friends, faculty members, or staff about a student in need. The Center abides by laws protecting the privacy of our clients.

## Writing Center

The Writing Center is located in Reed 419 and an annex is located in the Tom Brown Pete Wright Commons on the second floor. The graduate writing center is set up to help students in the organization, style, clarity, citations of sources, bibliographies, grammar, and punctuation. The Graduate Center Writing Center also offers workshops on relevant areas of interest. You may contact the writing center online at <http://www.wrt.tcu.edu/> or by phone 817-257-7221 to schedule an appointment.

## Froggie Five-0

Froggie Five-0 is the student escort service at TCU. Providing well over 3,000 escorts a month, Froggie-Five-0 is intended as a safety program, not a taxi service. Priority is given to people walking alone and those who need an escort to or from remote areas of campus. While TCU Police officer escorts are offered 24 hours a day, 7 days a week, student escorts operate between the hours of 8 p.m. and 1 a.m. If you need someone to walk with you from the parking lots to your residence hall or provide transportation (when available), call for Froggie-Five 0. Use the emergency phones at various locations near parking lots and around campus or dial 817.257.7777 at any time to request the service. Visit <https://police.tcu.edu/froggie-5-0/> for more information.

## Travel Grants

The Graduate Student Travel Grant Program has been established to support travel of graduate students related to research. Funds may be used by graduate students to present the results of their TCU research or to conduct research related to their field of study. Students from all academic departments are welcome and encouraged to submit grant applications. While co-funded by the Graduate Student Senate, the Office of Graduate Studies administers the graduate student travel grants. Maximum award is **\$400** for domestic travel and **\$800** for an international destination. Limited funds are available; grant award will be determined, up to the fund limits, by the Associate Provost's office. Priority will be given to students who have not received a previous travel award, and students may not receive more than one award during an

academic year (June 1 through May 31). For information and applications, visit <https://graduate.tcu.edu/financial-support/travel-grants/>.

## **Policies and Procedures**

The procedures for recommendation of students for credentialing and employment is specific to the TCU M.Ed. Counseling & Human Services program. All other policy and procedure information for this Handbook were gathered from the online TCU Graduate Student Catalog (<http://tcu.smartcatalogiq.com/current/Graduate-Catalog>). The information is included below but more detail can be found on the website. In case of discrepancy between the online TCU Graduate Student Catalog and this TCU Counseling & Human Services Program Student Handbook, please refer to the online Graduate Student Catalog for the most up-to-date information regarding policies and procedures.

### **Recommendation of Students for Credentialing and Employment**

In order for TCU Counseling Program Faculty to make recommendations for credentialing and employment, students must have successfully completed the required prerequisites for Practicum. These include EDGU 50223: Helping Relationships, EDGU 60143: Counseling Interventions, EDGU 50323: Small Group, and EDGU 60223: Advanced Counseling Skills & Ethics. Students who request a recommendation should provide the faculty member with the following: a) name and contact information for hiring committee, b) description of position/program to which the student is applying, c) updated resume, and d) list of points the students would like to be addressed. Positive recommendations are not guaranteed. However, faculty who are unable to provide a positive recommendation will notify the student within 10 business days of the request.

### **Transfer Credit**

Students may transfer up to 6 hours for the Counseling & Human Services Program. The transfer courses must be approved by your advisor. Upon transfer course completion, complete and return the Transfer Credit Request form, signed by you and your advisor, to the College of Education Graduate Studies office. Two official copies of your transcript must be on file in the College of Education Graduate Studies office. Course descriptions of the classes you wish to transfer must also be on file or included with this form before your request can be reviewed. The completed request forms will be provided to the Associate Dean for additional processing and decision on acceptance or rejection of the request. The Transfer Credit Form and transfer credit transcripts must be received in the College of Education Graduate Studies office no later than 45 days prior to graduation. The Transfer Credit Form can be found in the Forms section of this student handbook.

### **Academic Conduct, Warning, and Appeals**

An academic community requires the highest standards of honor and integrity in all of its participants if it is to fulfill its mission. In such a community, faculty, students and staff are expected to maintain high standards of academic conduct. The purpose of this policy is to make all aware of these expectations. Additionally, the policy outlines some, but not all, of the situations that can arise that violate these standards. Further, the policy sets forth a set of procedures, characterized by a "sense of fair play," which is used when these standards are violated. More information regarding definitions of academic

misconduct, procedures for dealing with academic misconduct, and sanctions can be found at the following website: <http://tcu.smartcatalogiq.com/current/Graduate-Catalog/Academic-Conduct>

The requisite GPA for graduate students is outlined in the online TCU Graduate Student Catalog: <http://tcu.smartcatalogiq.com/current/Graduate-Catalog/Policies-and-Procedures/Academic-Warning>

In the event a student questions the appropriateness of a grade assigned for a course or the results of another critical component of a degree requirement (e.g., oral exam), the student must first discuss the matter with the faculty member(s). These discussions between the faculty member and student should be initiated by the student as soon as possible after the grade is assigned. In the event that the faculty member(s) agrees to change the grade/decision, the normal process for changing a grade shall be followed. If the student wishes to appeal the faculty's decision after these discussions, he/she must follow the formal grade appeals process outlined in the online TCU Graduate Student Catalog:

<http://tcu.smartcatalogiq.com/current/Graduate-Catalog/Academic-Conduct/Grade-Appeals>

More information, including deadlines, regarding formal grade appeals to the appropriate administrator, academic dean, or academic appeals committee can be found at this site.

## **Professional Behavior Standards**

Graduate students at TCU occupy a unique position in the student body. They are more mature individuals with a defined perspective for the future and a high degree of both motivation and ability. In some instances, they are both seeking advanced knowledge and transmitting knowledge through their assignments as teaching or research assistants. While preparing for the professional models characteristic of their chosen discipline, they also serve as models to others in the graduate student role. All of this brings a special obligation to evidence a level of conduct that is compatible with the University's goals to offer programs of excellence and to enrich both the community and humankind.

Graduate students are expected to be familiar with and adhere to the published academic policies, rules, regulations and procedures of the University, as well as appropriate local, state and federal laws. The guiding principle is to conduct oneself in a manner that reflects well on the individual, the University and the academic process. The student is also expected to be responsible for his/her invited guests.

As counselors-in-training, we expect you to uphold ethical and professional obligations. In addition to standards of professional behavior found on the online TCU Graduate Student Catalog (<http://tcu.smartcatalogiq.com/current/Graduate-Catalog/Policies-and-Procedures/Professional-Behavior-Standards>), students in the Counseling & Human Services Program will learn ethical and legal standards that they will need to uphold depending on the program, licenses, and certifications they seek. Regardless of the counseling track a student chooses, all Counseling & Human Services program students must follow the *ACA Code of Ethics*.

<https://www.counseling.org/resources/aca-code-of-ethics.pdf>

Failure to follow the *Code of Ethics* will result in disciplinary action, which could include withdrawal from the counseling program.

## **Violations**

Students may be dismissed from individual courses with a grade of "F" for lack of academic progress or for conduct deemed to be contrary to the professional or ethical standards of a field upon the



recommendation of the responsible faculty member and the approval of the academic dean. Additionally, violations of conduct relative to expected standards of professional behavior will be subject to disciplinary action up to and including expulsion from the University. Specific policies and procedures may be located at:

<http://tcu.smartcatalogiq.com/current/Graduate-Catalog/Policies-and-Procedures/Dismissal-Suspension-or-Expulsion>

## **Student Retention, Remediation, and Dismissal**

The Program's core faculty meets regularly (two to three times per month) and discusses any points of concern noted by core and non-core faculty. The student's grades, performance indicators, and dispositions and skills reviews are taken into account to determine if problem has been identified previously. Issues of concern will be addressed with student upon review of their Dispositions and Skills. If problem is serious (requiring immediate action) and/or pervasive, the Academic Performance and Professionalism Warning (APPW) process will be initiated. The process operates as follows:

- The faculty member completes the APPW form describing the concerns and indicating potential strategies and solutions to resolve the problem.
- A conference between the student and two faculty members is required to complete the APPW form. During the conference, the parties will discuss the student's understanding of the concerns, generate potential solutions, and agree upon a course of action. The APPW contract will be signed by the student and faculty members. If the student fails to respond or attend a conference, the two faculty members will complete the form and notify the student via certified mail.
- The completed form is submitted to the associate dean, the student and The Dean of Students.
- Any student receiving two notices through this process may be considered for dismissal from the COE.
- Except in an unusually severe or critical situation (e.g., plagiarism, cheating, threat of harm to others, etc.), no single retention notice will result in a student being dismissed from the program.
- These notices do not become part of a student's permanent academic record.

## **Forms and Documents**

While the forms and documents that follow this page are specific to the Counseling & Human Services Program, graduate students should also be familiar with the College of Education (COE) documents and forms posted at <https://coe.tcu.edu/forms-documents/>. The following is a list of links to the important documents and forms posted at this site such as the Transfer Credit Request, Intent to Graduate, and Change of Major forms, among others.

[Change of Major Form](#)

[FERPA Consent Form](#)

[Travel Grant Information](#)

[Graduate Student Travel Policy and CoE Graduate Travel Application](#)

[Information and Deadlines for Graduation](#)

[Intent to Graduate form](#)

[Oral Examination Form](#)

[Transfer Credit Request](#)

NOTE: The forms provided beyond this page are specific to Counseling & Human Services program only courses and are subject to change.

## TCU Counseling Assessment of Counseling Dispositions and Skills Rating Form

Student: \_\_\_\_\_ Date: \_\_\_\_\_ Major: CMHC Human Svc School \_\_\_\_\_

**Instructions:** Circle the number that describes the candidate’s level of performance. Refer to the **Rubric for the Evaluation of Dispositions** for specific elements for each level. The following descriptions apply:  
**1 – Below Expectations    3 – Meets Expectations    5 – Exceeds Expectations    N/A – Not Applicable**

DISPOSITION	RATING
Exhibits professional behaviors, ethics, appearance, punctuality and boundaries.	1 2 3 4 5 N/A
Interacts in an appropriate, cooperative, genuine and positive manner with others.	1 2 3 4 5 N/A
Treats others with courtesy, respect and open-mindedness.	1 2 3 4 5 N/A
Displays motivation to learn and use of constructive criticism (feedback).	1 2 3 4 5 N/A
Demonstrates enthusiasm, confidence, and initiative.	1 2 3 4 5 N/A
Demonstrates appropriate self-monitoring and emotional stability.	1 2 3 4 5 N/A
Demonstrates empathy and sincerity.	1 2 3 4 5 N/A
Prepares thoroughly and consistently and meets deadlines.	1 2 3 4 5 N/A
Exhibits an inviting approach of patience, warmth, curiosity, and acceptance.	1 2 3 4 5 N/A
Exhibits a strict code of academic honesty related to all classwork.	1 2 3 4 5 N/A
Maintains confidentiality of records, correspondence and conversations.	1 2 3 4 5 N/A
<b>SKILLS</b>	
Uses appropriate nonverbals, pace, tone, and use of silence	1 2 3 4 5 N/A
Displays multicultural awareness, knowledge, and competence	1 2 3 4 5 N/A
Affirms clients through complimenting and amplifying strengths and resources	1 2 3 4 5 N/A
Asks open-ended questions (minimal use of closed-ended questions)	1 2 3 4 5 N/A
Appropriately asks goal formation questions to identify client’s preferred future/goals for counseling	1 2 3 4 5 N/A
Demonstrates knowledge and appropriate application of counseling theory and technique (e.g. for SFBT: not knowing stance, scaling questions, noting instances of success)	1 2 3 4 5 N/A
Appropriately summarizes and paraphrases client responses	1 2 3 4 5 N/A
Authentically offers feedback based on client goals and progress	1 2 3 4 5 N/A
Comments (Required for any skills rated lower than “3”):	

The following recommendations for this candidate are based on the skills assessment:

- \_\_\_\_\_
- \_\_\_\_\_

The dispositions and skills were assessed by the following faculty on \_\_\_\_ / \_\_\_\_ / \_\_\_\_.

Faculty Initials: \_\_\_\_\_ Student signature: \_\_\_\_\_ Date: \_\_\_\_\_