



SCHOOL COUNSELING HANDBOOK

2023-2024

Table of Contents

Description of the School Counseling Program.....	4
Mission and Vision Statements and Learning Objectives.....	5
Core Purpose of the College of Education and Psychology.....	5
Vision for the College of Education and Psychology.....	5
Mission for the College of Education and Psychology.....	5
School Counseling Program Student Learning Objectives.....	5
Core School Counseling Program Faculty.....	7
Administrative Staff.....	7
Application Process and Admissions Requirements.....	8
Certification.....	8
Transcripts.....	8
Transfer of Existing Graduate Credit.....	8
International Applicants.....	10
Departmental Information Sheet.....	10
Statement of Purpose.....	10
Statement on Diversity.....	10
Reference Request Form.....	10
Teaching Certification.....	10
Application Submission.....	11
Admissions Decisions.....	11
Full Admission.....	11
Deny.....	11
School Counseling Program Curriculum.....	13
Course Descriptions and Prerequisites.....	14
Clinical Experiences: Practicum and Internship.....	15
Advanced/Professional Certification.....	17
Examinations.....	18
TExES School Counseling (252) Exam.....	18
Department of Psychology and Counseling Policies.....	18
Informed Consent Statement for Counseling Courses.....	18
Endorsement Policy.....	19
Psychology and Counseling Retention Policy.....	18
Evaluating Student Fitness and Performance.....	20
Minimum Grade Requirements.....	21
Dismissal from Program.....	21
UT Tyler Graduate School Policies.....	21
Student Standards of Academic Conduct.....	22
Academic Grievance Policy.....	22
Academic Probation and Suspension for Graduate Students.....	23
Graduate Academic Probation.....	23

Graduate Academic Suspension.....	24
Certification.....	25
Texas Certified School Counselor (CSC).....	25
School Counselor Certification Standards	27
Counseling Professional Organizations.....	30
Professional Organizations and Conferences.....	30
American School Counseling Association (ASCA)	30
Texas School Counseling Association (TCA).....	31
Financial Aid.....	32
Teacher in Excellence Scholarship.....	32
Returning UT Tyler Graduate Students.....	32
Graduate Assistantships.....	32
Graduation.....	33
Graduation Requirements.....	33
Application for Graduations.....	34
Application Deadlines.....	34
Commencement Ceremony.....	34
Academic Regalia.....	34

Appendices

- A. School Counseling Degree Plan
- B. Internship/Practicum Manual
- C. Applying for certification

DESCRIPTION OF THE SCHOOL COUNSELING PROGRAM

The Master of Arts in School Counseling program at UT Tyler prepares proficient, creative, and multi-culturally competent school counselors to: (a) assume an active role in counseling, consulting, and leadership, (b) promote academic excellence and equal learning opportunities for all students, and (c) base their work on a fundamental understanding of comprehensive developmental school counseling programs, including methods of planning, development, implementation, monitoring, and evaluation. Program graduates are prepared as systemic thinkers who demonstrate competence in fundamental counseling skills, work from a theoretical counseling perspective, and are considered competent in the use of current research in the practice of professional school counseling.

The program curriculum is designed to align with the Texas School Counselor standards and the American School Counselor Association (ASCA) guidelines. This degree meets the requirements for counselor certification set forth by the Texas State Board of Educator Certification (SBEC). The School Counseling program is a cohort program that begins each Summer. The courses are a mix of synchronous, semi-synchronous, and asynchronous, depending on the subject and the professor. The program requires 48 credit hours of graduate course work and takes 24 months to complete.

MISSION AND VISION STATEMENTS AND LEARNING OBJECTIVES

Core Purpose of the College of Education and Psychology

To prepare competent, caring, and qualified professionals in the fields of education, psychology and counseling and to advance the knowledge base in our respective disciplines.

Vision for the College of Education and Psychology

The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

[CEP 2025 Vision](#)

Mission for the College of Education and Psychology

The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry, organizes knowledge for application, understanding and communication, and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, social justice, ethical practice and respect for individual differences as a means of enhancing learning, service, leadership and scholarship. **[College of Education and Psychology Strategic Plan 2020-21](#)**

School Counseling Program Student Learning Objectives:

- Students will demonstrate knowledge and understanding of human diversity and how to apply this knowledge to ensure that the school counseling program is responsive to all students.
- Students will demonstrate knowledge and understanding of processes of human development and apply this knowledge to provide a school counseling program that meets the needs of all students.
- Students will demonstrate knowledge and understanding of factors that affect students' development and school achievement and applies this knowledge to promote students' ability to achieve their potential.
- Students will demonstrate knowledge and understanding of how to provide a comprehensive school counseling program that promotes all students' personal growth and development, by providing services to individuals, small groups and families.
- Students will demonstrate knowledge, understanding, and competence in fundamental and advanced school counseling skills.
- Students will demonstrate knowledge and understanding of principles of assessment and are able to use assessment results to promote students' success.
- Students will demonstrate knowledge and understanding of how to work collaboratively with families, faculty, and professionals in the community.
- Students will demonstrate knowledge and understanding of ethical, legal, and professional standards as outlined by the American School Counseling Association (ASCA).

CORE SCHOOL COUNSELING PROGRAM FACULTY



Citlali Molina, Ph.D.
Assistant Professor of Counseling
Email: cmolina@uttyler.edu
Office: HPR 208

Administrative Staff



Amy Hayes, Ph.D.
Chair and Professor, Department of Psychology and Counseling
Associate Professor of Psychology Email: ahayes@uttyler.edu
Phone: 903.565.5753
Office: HPR 227



Linda Speed
Administrative Assistant II
Email: lspeed@uttyler.edu
Phone: 903.566.7130
Office: HPR 223



Sharon Amaral Back
Online Graduate Admissions Coordinator, Instructional
and Evaluation Support Specialist
Email: SCGraduate@uttyler.edu
Phone: (903) 566-7361
Office: BEP 222B



Virginia Fender, M.Ed.
Director of Educator Certification and Program Accountability, Senior
Lecturer
Email: gfender@uttyler.edu
Phone: 903.566.7279
Office: BEP 247C

APPLICATION PROCESS AND ADMISSION REQUIREMENTS

The School Counseling M.A. is intended for those who wish to work as professional school counselors in educational settings. This degree program does not prepare its graduates to counsel in social service or mental health agencies or in private practice. This is a 48 credit hour, fully online graduate degree program. Students in the School Counseling M.A. program receive instruction in developing appropriate comprehensive guidance plans to promote the academic, personal, social, and career development appropriate to elementary and secondary students. They develop competencies in assessment and counseling techniques, including legal and ethical standards, practices, and issues. Students complete a supervised internship in a public or private school. Certification as a School Counselor in Texas requires successful completion of the required course sequence, a passing score on the appropriate state certification exam (TExES), and two years of classroom teaching experience approved by TEA.

Students seeking admission to the School Counseling degree program who are not fully certified as teachers are also required to take [PSYC 5361](#) Behavior Modification in addition to the regular program courses. Students must complete the entire program in sequence with the cohort to which they were admitted.

More Application Information can be found at:

<https://www.uttyler.edu/psychology/graduate/ma-school-counseling-psychology.php>

Certification

The School Counseling M.A. can qualify students to meet the course requirements to become School Counselors certified by the Texas State Board for Educator Certification. Applicants must have two years of TEA-approved classroom teaching experience to qualify for the Texas School Counselor Certificate. Students matriculating in master's programs other than the M.A. in School Counseling program or students who already have master's degrees should contact the Graduate Advisor in School Counseling regarding the School Counselor Certificate. Students seeking only the School Counselor Certificate must meet admission and other requirements for the M.A. in School Counseling degree program. Students are admitted only under the Full Admissions criteria.

The firm deadline for application is March 15 for admission. Admission is based on a holistic review of multiple criteria including (but not limited to) evaluations of an applicant's academic potential, a written statement of purpose, and grade point average (GPA).

Admission Requirements

First:

- Start by applying through our [online application](#) after August 2022.

Then:

- After you have submitted your application, send all of the following directly to the [Office of Graduate Admissions](#) at the address below:
 - All **official** academic transcripts for undergraduate and graduate coursework. You must have an overall **OR** last 60-hour GPA of 2.75 or better to be considered for admission to this program.
 - Completed [Department Information Sheet, Statement of Purpose and Statement on Diversity](#). Both essays are required fields. Please do not complete the Department Information Sheet until you are also ready to also submit the Statement of Purpose and Statement on Diversity. Please be aware that admission into this program is a competitive process; therefore, you should be thorough in your responses. The prompts for the essays are as follows:
 - **Statement of Purpose:** "Describe your future educational and career goals and explain how the school counseling program at UT Tyler would fit into these goals. How does the school counseling program correspond to your particular plans, needs, and previous background and experiences?"
 - **Statement on Diversity:** A personal statement describing your background and classroom experiences that demonstrate your commitment and ability to work with students from diverse backgrounds and with diverse needs.
 - A completed [reference request form](#). Do not complete until you have completed your application and you have a student ID. Please select professional references rather than personal references.
 - A copy of your Texas teacher certification, if an in state applicant. If an out-of-state applicant, submit a copy of your teaching certification from the state you are certified.
 - For an in-state applicant, a copy of your Texas teaching service record, which can be obtained from your district Human Resources office.

Email documents to ogs@uttyler.edu or mail to the following address:

The Office of Graduate Admissions, STE 345
The University of Texas at Tyler
3900 University Blvd
Tyler Texas 75799

Finally:

- Once all of the application materials have been submitted as indicated above, complete the [Admission Screening Survey](#). Please be very thorough in your responses.

Note: All applicants may be subject to a background and fingerprint check from a university-approved vendor at applicants' expense.

Note: This program does not offer provisional admission. You must be fully admitted to begin coursework.

Criminal History Acknowledgement:

As required by Texas HB1508, applicants need to be aware of the following.

1. In order to receive a school counseling certification, you must pass a criminal history background check.
2. If you have been convicted of an offense that is considered not appropriate for a school counselor, you could be ineligible to earn this certification from the state of Texas.
3. You have a right to request a criminal history evaluation letter from the Texas Education Agency. The Texas Education Agency currently charges a \$50 fee for this criminal history evaluation.

Out-of-State Information

If you are an out-of-state applicant, please be aware of the following:

1. Out-of-state tuition is substantially higher than in-state tuition. See the [graduate calculator](#) to determine your tuition.
2. The State of Texas requires that the internship be done in Texas or at a Department of Defense school in order to receive Texas certification. This means that you could still participate in our program and earn your master's degree, but unless you complete your internship in Texas, you would not be able to be certified in Texas.
3. We make no claims that our program meets the standards of any state other than Texas; you must research your own state's regulations in regards to certification in that state.

To be admitted to the graduate program in school counseling, the individual must:

1. Hold a bachelor's degree from an accredited institution.
2. Submit Texas teaching service record and any other documents required by Texas governing units.
3. Submit official transcripts from all institutions attended.
4. Submit three (3) recommendation forms.
5. Have an appropriate GPA as set by Texas Administrative Code and other administrative units.
6. Submit a Department Information Sheet which includes a Statement of Purpose and Diversity.
7. Upon admission, students must:
 1. Sign and submit an acknowledgement of admission and departmental agreements.
8. Only for applicants seeking the School Counseling certificate-only program, additional admission requirements are required. These requirements are:
 - a. Hold a master's degree from an accredited institution.

NOTE 1: In accordance with Texas Administrative Code, all applicants must be fully admitted prior to taking any coursework in the area in which they are seeking certification. Therefore, no provisional admission is allowed.

NOTE 2: This program does accept students from outside of Texas to complete the M.A. only. These such students are not eligible for School Counseling certification in the state of Texas and UT Tyler does not guarantee that our program will be accepted by any other state than

Texas. It is the responsibility of the applicant to check with their state regarding acceptance of our program.

Departmental Information Sheet.

Students should complete the Departmental Information Sheet as part of their departmental application. This form serves as a “cover sheet” for students’ application packets and provides the faculty review committee with pertinent, summative information (i.e., Name, Bachelors Degree Granting Institution, Cumulative GPA, etc.)

Statement of Purpose. As outlined on the Departmental Information Sheet, students should write a Statement of Purpose with the following prompt: “Describe your future educational and career goals and explain how the school counseling program at UT Tyler would fit into these goals. How does the school counseling program correspond to your particular plans, needs, and previous background and experiences?”

Note: This should be a well-thought out response that is several paragraphs in length and reflects your sincere interest in the program. Please note that faculty reviewers will be considering both the quality and clarity of your document.

Statement on Diversity.

A personal statement describing your background and classroom experiences that demonstrate your commitment and ability to work with students from diverse backgrounds and with diverse needs.

Reference Request Form.

A completed [reference request form](#). Do not complete until you have completed your application and you have a student ID. Please select professional references rather than personal references.

Teaching Certification. A copy of your Texas teacher certification, if an in state applicant. If an out-of-state applicant, submit a copy of your teaching certification from the state you are certified.

Transcripts

Submit complete transcripts reflecting the receipt of a Bachelor’s degree and any other relevant undergraduate and graduate coursework. Students should request that official transcripts be sent directly to the Office of Graduate Admissions.

Transfer of Existing Graduate Credit

Transfer of graduate credit from an accredited institution is limited to 9 hours for master's degrees. All transfer credit must have been completed with a grade of “B” or better and approved by the degree-granting program. Transfer credits for courses completed prior to admission to UT Tyler should be evaluated and approved during the first semester. In order for courses to be considered for transfer, you must submit the course name, description and a copy of the syllabus from the semester you took the course, and match it to the course you believe it is equivalent to directly to the program coordinator for review.

Any request by the student for acceptance of graduate transfer credit should be directed to students' faculty advisor. **Transfer credit will not be evaluated prior to admission to the program.**

International Applicants: If the applicant's bachelor's degree is from a non-US institution, it must be evaluated by a service on [this](#) list. Also, a total TOEFL iBT score of 79 with a speaking subsection score of 26 or higher is necessary for admission.

Application submission. The entire School Counseling application can be completed digitally. For more information, visit our [admissions website](#) or contact our Online Graduate Admissions Coordinator, Sharon Amaral Back, at SCGraduate@uttyler.edu.

Admissions Decisions

Students will be notified of their admission status by April 10. The School Counseling faculty pride themselves in a holistic review of applicants and consider many factors when evaluating each student's application. Great care and attention to detail is given to every student who applies to the program. Admission to the program is competitive. Only ~20 students are granted admission to the program. Students will receive letters from the Graduate Admissions Coordinator outlining the department's admissions decisions. Students will have ~~several weeks~~ five business days to accept or deny their admission. You may send an email requesting an extension if you need additional time for an admission decision.

Full Admission: Students awarded full admission to the School Counseling program can be considered to have met all admission criteria and are able to enroll in up to 12 hours of graduate coursework in their first semester.

Deny: Students who fail to meet admission criteria according to the faculty review committee will be denied admission to the program. Because the reviews are completed in a holistic fashion, it is not customary for students who are denied admission to receive feedback on what his/her application was lacking. However, students are welcome to apply to the program again.

SCHOOL COUNSELING PROGRAM CURRICULUM

The School Counseling (SC) program of study includes didactic and clinical courses designed to prepare students to become professional school counselors in educational settings. Students in the M.A. in School Counseling program receive instruction in developing appropriate comprehensive guidance plans to promote the academic, personal, social, and career development appropriate to elementary and secondary students. They develop competencies in assessment and counseling techniques, including legal and ethical standards, practices, and issues.

Required didactic courses include:

Didactic Course
COUN 5312 Counseling Theories and Applications
COUN 5313 Family Therapy
COUN 5314 Applied School Counseling
COUN 5324 Cultural Diversity and Advocacy
COUN 5330 Counseling Children & Adolescents
COUN 5334 Foundations and Ethics of School Counseling
COUN 5335 Career Counseling and Assessment
COUN 5340 Research and Program Evaluation
COUN 5344 Advanced Principles of School Counseling
COUN 5348 Mental Health in Schools
COUN 5368 Assessment Techniques in Counseling
PSYC 5320 Advanced Human Growth and Development
PSYC 5345 Group Counseling and Therapy
PSYC 5361 Behavior Modification (Required for students who are not fully certified as teachers)

Required clinical courses include:

Clinical Course
COUN 5393 Practicum
COUN 5386 Supervised Internship in School Counseling
COUN 5387 Supervised Internship in School Counseling

Students must earn a grade of “B” or higher in COUN 5312 Counseling Theories and Applications and COUN 5314 Applied School Counseling before entering the clinical skills course sequence. Each clinical skills course must be successfully completed with a grade of either “B” or better or credit (CR) to move into the next course in the sequence.

COURSE DESCRIPTIONS & PREREQUISITES

Required Courses

COUN 5312 - COUNSELING THEORIES AND APPLICATIONS.

Overview of theoretical approaches to counseling and psychotherapy, including fundamental concepts, assessment, client and counselor roles, cultural relevance, and intervention strategies/techniques. Includes role-played practice of fundamental counseling response skills.

COUN 5313 - FAMILY THERAPY.

Instruction in theoretical approaches and interventions in family therapy, grounded in human systems theory. Includes the process of conducting family therapy and special aspects of family therapy.

COUN 5314 – APPLIED SCHOOL COUNSELING.

Counseling skills development through interactive classroom instruction, group/individual supervision of role-play, taped counseling sessions, and observation/consultation. May include on-site school experience.

COUN 5324 - CULTURAL DIVERSITY AND ADVOCACY.

Examines client diversity with respect to ethnographic, demographic, and status variables, and challenges culturally biased assumptions which influence the provision of mental health services.

COUN 5334 - FOUNDATIONS AND ETHICS OF SCHOOL COUNSELING.

A foundation course for those planning to enter school counseling, this course covers organization, planning, management, and evaluation of comprehensive school guidance programs; appropriate roles and functions of school counselors at various school levels; coordination of professional services, as well as strategies for appropriate interventions for various student issues; consulting and collaboration with school and agency professionals; and professional concerns such as ethics and legal issues. Recommended for non-counselor educational professionals as well as counselors.

COUN 5335 - CAREER COUNSELING AND ASSESSMENT.

Interrelationships among lifestyle, workplace, and career planning are explored. Topics include the career counseling process, career theory, assessment instruments, information systems, and developmentally-appropriate techniques. Prerequisites: COUN 5312

COUN 5340 - RESEARCH AND PROGRAM EVALUATION.

Principles, models, and applications of research in counseling, including needs assessment, program evaluation, statistical analyses of data, and the critical appraisal of psychological and counseling research.

COUN 5344 – ADVANCED PRINCIPLES OF SCHOOL COUNSTLING.

Designed to prepare school counselors for effective program development, delivery and evaluation based on the national SACA/CACREP models. Topics: guidance curriculum, career programs, consultation, student services/advocacy, crisis planning, ethics, program evaluation.

COUN 5348 – MENTAL HEALTH IN SCHOOLS.

Examines mental health needs for students in early childhood, elementary, middle, and high school settings, including etiology, symptomology, treatment approaches, and crisis intervention strategies.

COUN 5368 - ASSESSMENT TECHNIQUES IN COUNSELING.

Examines the principles of educational, psychological, and vocational assessment in a counseling context, including concepts necessary for the selection, administration, scoring and interpretation of individual and group tests.

COUN 5386 – SUPERVISED INTERNSHIP IN SCHOOL COUNSELING.

A minimum of 200 hours of supervised experience in performing the role of a school counselor in an accredited public or private school, with 100 hours of direct services. Supervision on-site and in-class. The semester prior to enrollment, the student must complete the internship application process. CR/NC only. Prerequisites: Grade of "B" or better in COUN 5312, COUN 5334, and departmental consent; concurrent enrollment in or successful completion of COUN 5344. May be repeated for up to 6 credits. (*Students are required to take two semesters of COUN 5386).

COUN 5393 - PRACTICUM IN CLINICAL MENTAL HEALTH COUNSELING.

This practicum involves the supervised application of counseling/therapy processes with clients. Includes weekly small group and individual supervision using video recorded client sessions. Must complete a minimum of 100 clock hours, including at least 40 client contact hours. CR/NC only. Prerequisites: COUN 5392, COUN 5324, PSYC 5308

PSYC 5320 – ADVANCED HUMAN GROWTH AND DEVELOPMENT.

An advanced study of human development, including theories and research regarding biological, social, cognitive, and identity development across the lifespan. Prevention, intervention, and treatment techniques are discussed in the context of differing developmental needs and multicultural contexts.

PSYC 5330 – COUNSELING CHILDREN AND ADOLESCENTS.

Examines the relevant counseling theories and techniques as they apply to children and adolescents. Includes interventions with emotionally disturbed and behaviorally disordered children.

PSYC 5345 – GROUP COUNSELING AND THERAPY.

An introduction to social and interpersonal influences on behavior, group dynamics, developmental stages of a group, and an overview of theoretical approaches to group counseling. Emphasis is on developing group leadership skills. Includes a 10-hour group experience.

CLINICAL EXPERIENCES: PRACTICUM & INTERNSHIP

Obtaining a master's degree in School Counseling and a Texas standard school counselor certificate from the University of Texas at Tyler (UTT) involves completing a minimum of 3 semesters of clinical experience (one semester of practicum, and two semesters of internship). The purpose of these experiences is to provide students with opportunities to further develop and advance their clinical skills through the role of school counselor-in-training.

COUN 5393 Practicum:

The School Counseling student practicum is the first formal clinical experience in the school counseling program at the UTT. Practicum provides School Counseling students with the opportunity to step into the role of school-counselor-in-training at a K-12th Grade School-based site outside of the UT Tyler graduate program. School Counseling student practicum fulfills the following requirements:

- Students complete supervised counseling practicum experiences that total a **minimum of 100 clock hours** over a full academic term (at least **40 hours must be direct service** with students/clients that contributes to the development of counseling skills).
- Practicum students must have weekly interaction with site supervisors that averages **one hour per week** of individual and/or triadic supervision throughout the practicum.
- Practicum students participate in an average of **90 minutes per week of group supervision** on a regular schedule throughout the practicum. Group supervision is provided through the practicum class at UT Tyler.

Practicum takes place over one semester. Students are expected to be physically/virtually present in the practicum class each time it meets throughout the semester.

Practicum Prerequisites:

Prior to beginning Practicum (COUN 5393) School Counseling students must complete the following prerequisite and co-requisite courses (*these are a bare minimum*):

Prerequisites:

COUN 5312 Counseling Theories and Applications

COUN 5314 Applied School Counseling

COUN 5324 Cultural Diversity and Advocacy

COUN 5334 Foundations and Ethics of School Counseling

****Students must have earned credit (CR) in COUN 5314 and a B or better in COUN 5324 and COUN 5312**

COUN 5386/COUN 5387 Internship I and Internship II:

The School Counseling student internship is the final clinical experience in the graduate program at the University of Texas at Tyler (UT Tyler). Internship provides School Counseling students with the opportunity to step into the role of school-counselor-in-training at a K-12th Grade

School-based site outside of the UT Tyler graduate program. School Counseling student in internship fulfills the following requirements:

School Counseling student internships fulfill the following Requirements:

- Internship students **acquire 400 clock hours** of supervised counseling internship in roles and settings with clients (including **at least 200 clock hours of direct service**)
- Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by the site supervisor
- Internship students participate in an average of 1^{1/2} hours per week of group supervision on a regular schedule throughout the internship. Group supervision is provided through the internship class at UT Tyler.

Internship is taken at the conclusion of the School Counseling student's program. Students can only take one field experience course (i.e., Internship I, Internship II) per semester; therefore, internship is taken over two semesters. **Students are expected to be physically present via Zoom in internship class each time it meets while enrolled in internship.** Failure to attend the class may result in a failing class even if the intern is doing passing work at the site.

Internship Prerequisites:

COUN 5312 Counseling Theories and Applications
PSYC 5320 Advanced Human Growth and Development
COUN 5324 Cultural Diversity and Advocacy
COUN 5368 Assessment Techniques in Counseling
COUN 5345 Group Counseling and Therapy
COUN 5340 Research and Program Evaluation
COUN 5314 Applied School Counseling
COUN 5393 Practicum in School Counseling

**Students must have earned credit (CR) in COUN 5393 and a B or better in COUN 5312 and COUN 5324

For more information regarding the School Counseling program practicum and internship please see the full Practicum and Internship Manual in [Appendix D](#).

ADVANCED/PROFESSIONAL CERTIFICATIONS

Professional certificates require a minimum of two or three years of teaching experience and a Texas teaching certificate. Degree information can be found at the [Graduate Programs](#) site. Professional certificates offered at The University of Texas at Tyler are:

- School Counselor (two years)

To be eligible for certification, the candidates must:

1. Complete the minimum of a master's degree with no grade less than a "C" and a GPA of at least 3.0.
2. Complete an educator preparation program through an approved entity.

3. Complete the appropriate State exams for certification.
4. Complete the online Texas Education Agency application for certification.
5. Complete the [UT Tyler application for certification](#).
6. Submit a service record verifying a minimum of two years teaching experience.

EXAMINATIONS

TExES School Counseling (252) Exam

Texas Administrative Code §230.21(a) requires every person seeking educator certification in Texas to perform satisfactorily on comprehensive examinations. The purpose of these examinations is to ensure that each educator has the prerequisite content and professional knowledge necessary for an entry-level position in Texas public schools. The TExES program serves this purpose. The authority for implementing this assessment program resides with the State Board for Educator Certification (SBEC) and the Texas Education Agency (TEA).

All TExES exams are criterion-referenced examinations designed to measure a candidate's knowledge in relation to an established standard of competence (a criterion) rather than in relation to the performance of other candidates. The TExES Educator Standards, based on the Texas Essential Knowledge and Skills (TEKS), form the foundation for the TExES exams.

All of the exams in the TExES program contain selected-response questions. Some exams also include constructed-response questions (e.g., essay or oral responses).

Link: https://www.tx.nesinc.com/TestView.aspx?f=HTML_FRAG/TX252_TestPage.html

DEPARTMENT OF PSYCHOLOGY AND COUNSELING POLICIES

Informed Consent Statement for Counseling Courses

Faculty members are dedicated to the educational, personal, and professional growth and development of our students. Faculty members are in a unique position as both instructors who assess students' academic skills and members of the counseling profession with an ethical obligation to the profession. In both of these roles, it is the faculty's responsibility to evaluate student competencies within the realm of professional counseling and to address any concerns regarding students' professional competence. As such please be aware of the following:

- The counseling profession encourages that counselors fully integrate their own personal attributes and identity, as well as their strengths and weaknesses, into therapeutic processes. Therefore, self-awareness is critical because this knowledge relates to being an effective therapist.
- There will be an emphasis in many courses on self-awareness/exploration, as well as giving feedback to peers. Although uncomfortable at times, we encourage students to be open to self-exploration, since we frequently ask clients to do so.

- At times, class may include experiential and self-awareness exercises. It is important to distinguish between sharing one's emotional reactions to such experiential class activities and revealing information about one's *personal history*. Self-disclosure of personal history is not required in order to successfully pass any course; however, students may be expected to share their reactions to experiential activities.
- Self-disclosures will not be used as a basis for grading in any course. However, should a student disclose information indicating impairment or the potential for harm to clients, the faculty member may take appropriate action in accordance with the *ACA Code of Ethics* (2014).
- Students often experience personal growth as they progress through the program. However, the courses are *not* meant to be a means of personal therapy. The focus in classes is on self-awareness and the enhancement and growth of necessary counselor skills.
- Please be aware that, although all instructors strive to create a safe environment for any personal disclosures, we cannot guarantee that other students will maintain the confidentiality of any such disclosures that are made.
- It is each student's responsibility to determine an appropriate level of self-disclosure (i.e. the content and depth of personal information that you share) in experiential learning activities.

Endorsement Policy

The *2014 American Counseling Association Code of Ethics* (Section F.6.b) states that faculty members:

Through initial and ongoing evaluation, supervisors are aware of supervisee limitations that might impede performance. Supervisors assist supervisees in securing remedial assistance when needed. They recommend dismissal from training programs, applied counseling settings, and state or voluntary professional credentialing processes when those supervisees are unable to demonstrate that they can provide competent professional services to a range of diverse clients. Supervisors seek consultation and document their decisions to dismiss or refer supervisees for assistance. They ensure that supervisees are aware of options available to them to address such decisions.

Counselor Educators are charged with the responsibility of acting as “gatekeepers” for the counseling profession. This means that the program faculty helps students consider other areas of study when the counseling profession is not appropriate. The process of determining appropriateness for the profession is conducted by the faculty as a group and not as individual faculty members. As stated in the Retention Policy, in the event that a student demonstrates a behavior incompatible with the goals or values of the counseling profession, program faculty members meet to determine the best method of assisting the student by developing a remediation plan or by advising the student out of the counselor education program.

In the event that a student is required to follow a remediation plan or is dismissed from the program, the student has the right to appeal the decision by following the Academic Grievance Policy outlined below.

Psychology and Counseling Retention Policy

Faculty, training staff, supervisors, and administrators of the Psychology and Counseling graduate programs at the University of Texas at Tyler have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, a student-trainee's knowledge or skills may be assessed (including, but not limited to, emotional stability and well-being, interpersonal skills, professional development, and personal fitness for practice); and, (b) ensure, insofar as possible, that the student-trainees who complete our programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, and within the parameters of our administrative authority, our faculty, training staff, supervisors, and administrators strive not to advance, recommend, or graduate students or trainees with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students and trainees should know that the faculty, training staff, and supervisors of our programs will evaluate their competence in areas other than, and in addition to, coursework, seminars, scholarship, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which student trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal counseling/therapy in order to resolve issues or problems). [Adapted from the Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs statement developed by the Student Competence Task Force of the APA Council of Chairs of Training Councils (CCTC), (<http://www.apa.org/ed/graduate/cctc.html>), approved March 25, 2004.]

Evaluating Student Fitness and Performance.

Members of the faculty, using professional judgment, continuously evaluate each student's fitness and performance. Students receive information related to their fitness and performance from faculty members, their advisors, and their supervisors. The criteria used by the faculty to make such judgments include instructor's observations of course performance, evaluations of students' performances in simulated practice situations, supervisors' evaluations of students' performances in practice situations, and the disciplines' codes of ethics. Students are formally evaluated at least annually by the program faculty. Detailed information about procedures for student evaluations, progress review, retention, and for addressing concerns about student progress are available at the [department website](#).

Students who are not making satisfactory progress or who are not meeting program standards should consider withdrawing from the program. In this context, the term “unsatisfactory progress in the program” refers to an academic judgment made regarding the student’s fitness and performance. It is a determination that the student has failed to meet academic and/or professional standards.

Minimum Grade Requirements

In addition to the Graduate College policies on GPA requirements, probation and suspension, the Department has additional criteria for satisfactory progress and graduation, as follows.

Regardless of GPA, no more than two (2) graduate courses with grades of "C" may be counted toward the graduate degree in Clinical Psychology, Clinical Mental Health Counseling, or School Counseling. No courses with a grade lower than a C may be counted toward the graduate degree in Clinical Psychology, Clinical Mental Health Counseling, or School Counseling. After receiving a third "C" grade, or a single "D" or "F" grade, a student will be placed on departmental probation. To be reinstated from departmental probation, the student must retake one of the courses in which a "C" or lower was earned (under the University grade replacement policy) in the next semester in which the course is offered, and achieve a "B" or better grade. Students on academic or departmental probation may NOT enroll in or begin their practicum course(s) until the academic or departmental probation has been removed. After an unsuccessful attempt to replace a grade, the student will be suspended from the department for a minimum of one semester. A petition for reinstatement must then be submitted, and approved by the advisor, Department Chair, and College Dean for a student to be reinstated. If reinstated, the student must first enroll only in courses in which "C" grades were earned, and successfully replace them, leaving no more than two "C's", and no grade lower than a "C". If a student fails to be reinstated from departmental suspension, the student will be dismissed from the program.

Dismissal from Program

The department may dismiss students from their degree programs for failure to make satisfactory progress toward degree completion. Students may also be dismissed for violations of the ethical and professional standards of the American Psychological Association, American Counseling Association, or the American School Counselors Association, or the Departmental Student Code of Conduct.

UT TYLER GRADUATE SCHOOL POLICIES

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

- a. “Cheating” includes, but is not limited to:
 - Copying from another student’s test paper;
 - Using test materials not authorized by the person administering the test;
 - Failure to comply with instructions given by the person administering the test;

- Possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
 - Using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
 - Collaborating with or seeking aid from another student during a test or other assignment without authority;
 - Discussing the contents of an examination with another student who will take the examination;
 - Divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
 - Substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
 - Paying or offering money or other valuable thing to or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution, or computer program;
 - Falsifying research data, laboratory reports, and/or other academic work offered for credit;
 - Taking, keeping, misplacing, or damaging the property of UT Tyler or of another if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
 - Misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- b. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any other means another’s work and the submission of it as one’s own academic work offered for credit.
- c. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

Additional information on scholastic dishonesty, including procedures and appeals, can be found in the Manual of Policy and Procedures, Chapter 8. The information is summarized on the website of the UT Tyler Judicial Affairs website at <http://www.uttyler.edu/judicialaffairs/scholasticdishonesty.php>.

Academic Grievance Policy (as noted in the graduate handbook):

Academic related grievances, such as disputes regarding grades, must be initiated within sixty (60) days by contacting the instructor who assigned the grade. If the student is not satisfied with the decision, the student may appeal in writing to the appropriate Chairperson of the department from which the grade was issued. Grievances may then be appealed to the Academic Dean and

the Dean of The Graduate School. Grade appeal forms are available in each academic dean's office.

Please see the Graduate Handbook at <https://www.utt Tyler.edu/registrar/policies/academicgrievance.php> for additional details.

Academic Probation and Suspension for Graduate Students

A graduate student who has a cumulative grade point average of less than 3.0 will be placed on academic probation. For the purposes of determining compliance with the policies of academic probation, all summer sessions are treated as one semester.

Students placed on probation will automatically be dropped from the subsequent semester. Students will need to meet with their advisor, in-person or via Patriot email, and secure approval on the Graduate Student Probation Petition for Readmission form. Non-degree seeking students must obtain the signature of the Dean of the Graduate School in the place of the academic advisor. Students must submit the form to the One-Stop Services Center before they can be reenrolled and should not register for more than nine hours (or fewer, at the discretion of the academic department.)

Students on academic probation must earn a minimum cumulative grade point average of 3.0 or above in the subsequent semester. Failure to do so results in continued probation. Students on continued probation must earn a minimum cumulative grade point average of 3.0 or above in the subsequent semester. Failure to do so results in a second term of continued probation. Continued probation status is allowed for only two terms, and failure to reach a minimum cumulative grade point average of 3.0 or above following the second semester in this status will result in suspension (see Graduate Academic Suspension policy). Students placed on continued probation will also be dropped from the subsequent semester(s) and must follow the same procedure to reenroll as described above for students placed on probation.

Grade points earned at other institutions are not used in computing the grade point average and may not be used to remove a deficiency. A student who leaves the University on academic probation or continued probation will be readmitted on academic probation or continued probation even if he or she has attended another institution in the interim.

Graduate Academic Probation:

A graduate student who has a cumulative grade-point of less than 3.0 will be placed on academic probation. For the purposes of determining compliance with the policies of academic probation, the three summer sessions are treated as one semester. **NOTE:** Students who do not maintain a minimum grade point average of 3.0 during the semesters in which they are provisionally admitted will be denied full admission to that program.

Students placed on probation will automatically be dropped from subsequent semester. Students will need to meet with their advisor, in-person or via Patriot email and secure approval on the official probation form <https://www.utt Tyler.edu/registrar/forms/>

Students must submit the form to Enrollment Services Center before they can be re-enrolled.

Students on academic probation must earn a minimum grade-point average of 3.0 or above in subsequent semesters until the cumulative grade point deficiency is removed. Failure to do so results in academic suspension. A student on academic probation should not register for more than nine hours (or fewer, at the discretion of the academic department) and must obtain his/her advisor's approval on a <https://www.utt Tyler.edu/registrar/forms/> to register.

Grade points earned at other institutions are not used in computing the grade-point average and may not be used to remove a deficiency. A student who leaves the University on academic probation will be readmitted on academic probation even if he or she has attended another institution in the interim.

Graduate Academic Suspension:

A graduate student whose cumulative grade point average has not reached 3.0 or above following their second semester of continued probation will be suspended from the University for one semester or full summer for failure to meet the terms of continued probation. A student suspended from the University for the first time will be dropped from the subsequent semester(s) and must receive approval for readmission from the program advisor and the appropriate dean.

A student readmitted to the University after having been suspended must complete a Graduate Student Suspension Petition for Readmission form, with signatures from both their academic advisor and the appropriate college dean, to register. Non-degree seeking students must obtain the signature of the Dean of the Graduate School in the place of the academic advisor and college dean. The student will return on final probation.

Students returning from suspension and on final probation must earn a minimum cumulative grade point average of 3.0 or above in the subsequent semester. Failure to do so will result in permanent dismissal from the graduate program and the University.

CERTIFICATION

Texas School Counselor Certification

To become a school counselor in Texas, you must complete an approved Educator Preparation Program (EPP).

Certificate Requirements:

- Complete an [approved EPP](#) for the specific certificate desired.
- Hold a master's degree from an institution of higher education that is accredited by an accrediting agency, as recognized by the Texas Higher Education Coordinating Board.
- Complete the required test.
- Have two years of classroom teaching experience in a public or accredited private school.

SCHOOL COUNSELOR CERTIFICATION STANDARDS

<http://ritter.tea.state.tx.us/sbecrules/tac/index.html>

§239.15. Standards Required for the School Counselor Certificate.

(a) School Counselor Certificate Standards.

The knowledge and skills identified in this section must be used by an educator preparation program in the development of curricula and coursework and by the State Board for Educator Certification as the basis for developing the examination required to obtain the School Counselor Certificate. The standards also serve as the foundation for the professional growth plan and continuing professional education activities required by §239.25 of this title (relating to Requirements to Renew the Standard School Counselor Certificate).

(b) Standard I. Learner-Centered Knowledge: The certified school counselor has a broad knowledge base. The certified school counselor must know and understand:

- (1) the history and philosophy of counseling;
- (2) counseling and consultation theories and practices; (3) career development theories and practices;
- (4) the roles and responsibilities of a comprehensive school counseling program that emphasizes college and career readiness and postsecondary options for all students, including college admissions, college financial aid resources, application procedures, and workforce and career opportunities;
- (5) assessment principles and procedures, including the appropriate use of tests, test interpretation, and test results;
- (6) changing societal trends, including demographic, economic, and technological tendencies, and their relevance to school counseling;

(7) environmental, social, and cultural factors that affect learners' development and the relevance of those factors to educational, career, personal, and social development, along with comprehensive school counseling programs;

(8) learners' developmental characteristics and needs and their relevance to educational and career choices;

(9) legal and ethical standards, practices, and issues and the importance of commitment to and implementation of ethical principles;

(10) the characteristics and educational needs of special populations;

(11) techniques and behavioral interventions to assist teachers with classroom management;

(12) the integration of a school counseling program, the Texas College and Career Readiness Standards, and academic curricula;

(13) the roles and responsibilities of a comprehensive school counseling program that is responsive to all students;

(14) counseling-related research techniques and practices;

(15) developing and teaching best practices on leadership skills;

(16) how cultural factors and group membership impact individual students;

(17) the comprehensive school counseling program model;

(18) how to utilize various forms of technology and how inappropriate use could be professionally and personally harmful; and

(19) an understanding of systems, including family dynamics and school environments.

(c) Standard II. Learner-Centered Skills: The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner as outlined in The Texas Model for Comprehensive School Counseling Programs. The certified school counselor must:

(1) develop processes and procedures for planning, designing, implementing, and evaluating The Texas Model for Comprehensive School Counseling Programs;

(2) provide a proactive, comprehensive, developmental school counseling program based on the needs of students, as set forth in The Texas Model for Comprehensive School Counseling Programs;

(3) counsel individuals and small groups using appropriate counseling theories and techniques in response to students' needs;

- (4) consult with parents/guardians, teachers, administrators, and other individuals as appropriate to enhance his or her work with students;
- (5) coordinate resources, referrals, and follow-up procedures for students within the school and community;
- (6) demonstrate proficiency in teaching small and large groups by actively engaging students in the learning process;
- (7) participate in the selection, use, and interpretation of assessments and assessment results;
- (8) use multiple sets of information and data to make decisions about students, programs, and services;
- (9) use counseling-related research techniques and evidence-based practices to address student needs;
- (10) advocate for a comprehensive school counseling program that is responsive to all students;
- (11) facilitate learners' ability to achieve their potential by helping them set and attain challenging educational, career, personal, and social goals based on various types of information;
- (12) maintain proficiency in counseling and campus-related technology; and
- (13) use varied sources of information, resources, and practices to counsel students about postsecondary opportunities and college and career readiness.

(d) Standard III. Learner-Centered Process: The certified school counselor participates in the development, monitoring, revision, and evaluation of a campus based on The Texas Model for Comprehensive School Counseling Programs that promotes learners' knowledge, skills, motivation, and personal growth. The certified school counselor must:

- (1) collaborate with others in the school and community to implement a guidance curriculum that promotes learners' development in all domains, including cognitive, social, and emotional areas;
- (2) facilitate learners' ability to achieve their potential by helping them set and attain challenging educational, career, personal, and social goals based on various types of information;
- (3) use both preventive and intervening strategies to address the concerns of learners and to help them clarify problems and situations, set goals, explore options, and implement change;
- (4) implement effective referral procedures to facilitate the use of special programs and services;
- (5) act as a consultant to help learners achieve success inside and outside of school;
- (6) advocate for a comprehensive school counseling program and recognize the required time commitment to fully apply the program implementation cycle;

(7) create a program mission, goal, and services in alignment with the school mission and campus improvement plan;

(8) create and disseminate literature or newsletters to all stakeholders that describe the comprehensive school counseling program and reduce negative stigmas associated with receiving counseling services in a school-based program;

(9) establish an advisory council or board with membership of all stakeholders (student, parent, teacher, administrator, community member, other personnel, and support specialists);

(10) increase public relations and awareness through community outreach, such as fundraising, grant writing, donations, volunteerism, local businesses, and use of public or guest speakers;

(11) provide school-wide professional development and parent workshops throughout the school year;

(12) support participation in fair-share responsibilities versus non-counseling related duties;

(13) know district, state, and federal initiatives that are to be reflected in a comprehensive school counseling program; and

(14) develop practices to promote learners' knowledge about college and career readiness processes necessary to pursue postsecondary opportunities.

(e) Standard IV. Learner-Centered Equity and Excellence for All Learners: The certified school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people. The certified school counselor must:

(1) understand learner differences, including those related to cultural background, gender, race, ethnicity, socio-economic levels, academic ability, and learning styles, and know ways to create and maintain a positive school environment that is responsive to all learners;

(2) advocate for a school environment in which diversity is acknowledged and respected, resulting in positive interactions across all cultures, genders, ethnicities, and learning styles;

(3) facilitate learning and achievement for all students to ensure services that cover an array of exceptionalities, including special populations, by promoting a cooperative, inclusive, purposeful learning environment;

(4) take a positive, strength-based approach that builds on commonalities versus differences in all learners;

(5) understand how environment and behavior may impact or influence individual learners;

(6) ensure equitable access to programs and services for all students;

(7) understand how family values, group membership, and culture intersect;

(8) acknowledge learners' gifts, strengths, and extracurricular talents when considering programs and services;

(9) increase students' awareness and include their voices regarding educational and individualized plans; and

(10) ensure equitable access and exposure to postsecondary opportunities and college and career readiness information and resources for students and parents/guardians.

(f) Standard V. Learner-Centered Communications: The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills. The certified school counselor must:

(1) demonstrate effective communication through oral, written, and nonverbal expression;

(2) use knowledge of group dynamics and productive group interaction;

(3) support responsive interventions by effectively communicating with parents/guardians, teachers, administrators, and community members;

(4) facilitate learners' access to community resources;

(5) develop and implement strategies for effective internal and external communications;

(6) facilitate parent/guardian involvement in their children's education;

(7) develop partnerships with parents/guardians, businesses, and other groups in the community to facilitate learning;

(8) work effectively as a team member to promote positive change for individuals, groups, and the school community;

(9) take a positive, strength-based approach that verbalizes commonalities versus differences in all learners;

(10) effectively communicate his or her role and responsibility and counselor identity to all stakeholders to reduce confusion about the duties of a school counselor;

(11) adhere to best practices connected to ethical and legal considerations around appropriate use of technology and email, documentation, record keeping, privileged communication, and informed consent process; and

(12) facilitate access to and use of school and community information and resources related to postsecondary opportunities and college and career readiness by learners, parents/guardians, teachers, administrators, and community members.

(g) Standard VI. Learner-Centered Professional Development: The certified school counselor continues professional development, demonstrating a commitment to learn, to

improve the profession, and to model professional ethics and personal integrity. The certified school counselor must:

- (1) use reflection, self-assessment, and interactions with colleagues to promote personal professional development;
- (2) use counseling-related research techniques and practices as well as technology and other resources to facilitate continued professional growth;
- (3) strive toward the highest level of professionalism by adhering to and modeling professional, ethical, and legal standards;
- (4) apply research-based practice to improve the school guidance and counseling program;
- (5) engage in ongoing professional development to improve the school guidance and counseling program; and
- (6) engage in continued professional development experiences to learn and apply concepts, skills, and practices related to increasing college and career readiness and promoting postsecondary opportunities and preparation for all learners.

Source: The provisions of this §239.15 adopted to be effective January 23, 2001, 26 TexReg 761; amended to be effective December 23, 2009, 34 TexReg 9201; amended to be effective December 21, 2017, 42 TexReg 7144.

<http://ritter.tea.state.tx.us/sbecrules/tac/index.html>

SCHOOL COUNSELING PROFESSIONAL ORGANIZATIONS

The field of counseling is ever-changing. Professional development and continuing education are two of the most important functions counselors can perform to maintain and improve their levels of competence and training while keeping in touch with newer developments.

Professional Organizations and Conferences

Each SC student is encouraged to participate in local, state, and national professional organizations such as:

1. **American School Counseling Association (ASCA).** ASCA supports school counselors' efforts to help students focus on academic, career and social/emotional development so they achieve success in school and are prepared to lead fulfilling lives as responsible members of society. ASCA provides professional development, publications and other resources, research and advocacy to school counselors around the globe.
<https://www.schoolcounselor.org>
2. **American Counseling Association (ACA).** ACA is the national flagship professional counseling organization. ACA offers student memberships which come with free student professional liability insurance. ACA membership is a wonderful way for students and professionals to engage in advocacy work, professional networking, and continuing education. ACA holds an annual conference each spring. ACA also has many

professional interest divisions which are wonderful opportunities for students. More information about ACA can be found at their website <https://www.counseling.org>

3. **Texas Counseling Association (TCA).** TCA is Texas' state branch of the American Counseling Association. They offer wonderful opportunities for professional networking and advocacy work. TCA holds a conference each fall. More information about TCA can be found at their website: <https://www.txca.org>

Members of TCA may choose to join a variety of divisions, including:

- [TSCA](#): Texas School Counselor Association serve professional school counselors by advocating for and advancing the role of the professional school counselor and the comprehensive school guidance and counseling program throughout Texas.
- [TAACE](#): Texas Association for Assessment in Counseling and Education promotes research, development, technical competency and ethical practices for measurement and evaluation in counseling.
- [TACES](#): Texas Association for Counselor Education and Supervision promotes the preparation of professional counselors through accreditation, certification, supervision and professional development.
- [TALGBTIC](#): Texas Association for Lesbian, Gay, Bisexual and Transgender Issues in Counseling promotes tolerance and non-threatening counseling environments that support the unique needs of clients and reduce stereotypical thinking and prejudice.
- [TAHEAD](#): Texas Association for Humanistic Education and Development promotes human development practices that emphasize education of the whole person and instructional strategies that foster humanistic approaches.
- [TCCA](#): Texas College Counseling Association promotes college counseling programs that foster student development, support ethical practices and encourage cooperation within higher education.
- [TCDA](#): Texas Career Development Association promotes a greater understanding of the meaning of work; fosters career development over the life span; and establishes standards of professional service in the field of career development.
- [TexAMCD](#): Texas Association for Multicultural Counseling and Development promotes the understanding and appreciation of ethnic, racial and cultural diversity; human and civil rights, and multicultural counseling.
- [TxCSJ](#): Texas Counselors for Social Justice fosters optimal social, emotional, and cultural development with dignity for all individuals by actively promoting societal equity, access, participation, harmony, empowerment, and advocacy.

FINANCIAL AID

As described in the university catalog, the university offers financial aid to students on the basis of need and Institutional Scholarships on the basis of merit. Financial aid consists of grants, employment, and loans. Students may receive one or more awards and must apply each year for all types of funding.

Please see the UT Tyler catalog (<http://www.uttyler.edu/catalog>) or contact the Office of Financial Aid and Scholarships at <http://www.uttyler.edu/financialaid/>, by phone at 903.566.7180

Teacher in Excellence Scholarship

Students who meet the criteria below will be considered for a Teachers in Excellence scholarship. Scholarship funds are limited and are awarded on a first-come, first-served basis. This program is available for the fall, spring, and summer terms.

Award amount: up to \$200.

To qualify, the applicant must:

- Be a Texas-certified teacher
- Be working as a full-time educator in a Texas Education Agency accredited school
- Be entering his/her first semester as a graduate student in the College of Education & Psychology at UT Tyler
- Be fully admitted to a graduate program in the College of Education & Psychology at UT Tyler

To apply, students must:

- Students will be notified of how to apply upon admission into the program. Questions may be directed via email to SOEgraduate@uttyler.edu

Returning UT Tyler Graduate Students

UT Tyler has college scholarship opportunities available for students who have attended for at least one semester and have earned a UT Tyler GPA. These awards are managed by the One Stop Service Center, and you can find more information on their [website](#).

Graduate Assistantships

Graduate Assistantships in the Department of Psychology and Counseling are available on a limited basis, depending on the needs of faculty for instructional support (Graduate Teaching Assistantships), research support (Graduate Research Assistantships), and/or lab support (Graduate Assistantships). Typically, our administrative assistant will post a “call for GA’s” ad on Handshake, our student employment portal (<https://uttyler.joinhandshake.com/login>), and students are asked to submit their resume. The faculty and staff who are hiring will then review all the resumes and make hiring decisions from there.

Appointments are all hourly part-time positions, ranging from less than 5 hours/week to a maximum of 19.5 hours/week. The beginning pay rate is \$11.50/hour. Appointments are made for one semester at a time but may be renewed based on satisfactory performance and continuing need and funding. You can find out more by reviewing the [Graduate Assistantship policy](#).

GRADUATION

Students file a degree plan upon entering the program ([Appendix A](#)). A faculty advisor assists students in developing their degree plan and schedule. However, students must assume responsibility for meeting all requirements for their degree program.

All degree plans must be approved by both the faculty advisor and the Coordinator of Graduate Studies for the department. Any changes must also be approved by those persons. Students are discouraged from taking courses that are not listed in their degree plan without a conference with their advisor. An advisor is under no obligation to accept coursework that is not listed on the degree plan. Additionally, not all coursework offered in the Department or at the University qualifies for consideration toward program completion.

The degree must be completed within 6 calendar years from the time of initial enrollment in the graduate program. Exceptions may be made for extenuating circumstances such as military service or serious illness. Exceptions must be approved by the graduate coordinator for the college and the Dean of the Graduate School.

Graduation Requirements

Per the Graduate catalog, to become a candidate for graduation a student must:

1. Complete a Graduate Transfer Credit Approval form within the first semester following admission to a program that identifies the transfer credit awarded and specifies any special requirements.
 2. Complete the total number of semester credit hours and other requirements of the degree plan (including transfer credit) within a six-year period. Courses completed on a credit granting basis (CR) may not be applied toward a graduate degree without approval of the graduate coordinator or the appropriate department chair.
 3. Earn a “C” or better in all courses applied to the degree.
 4. Earn a cumulative grade point average of 3.0 or higher on all work counted toward the degree.
 5. Pass and/or complete comprehensive examination(s) if required for the program.
 6. Submit an approved thesis, if required for the program, by the deadlines published by The Graduate School. See Thesis in this section.
 7. Follow the steps to apply for graduation on the Registrar’s Office website
 8. See the Graduation section of the Office of the Registrar website for additional information on this process.
- I. Complete the Application for Graduation form and return it to the Enrollment Services Center.

Application for Graduation

Students must file for graduation according to the timeline established by the university.

Procedures are available through the Office of the Registrar at

http://www.utt Tyler.edu/registrar/graduation/applying_for_graduation.php. Once an application for graduation is filed with the registrar's office, an initial evaluation is conducted to ensure all university requirements described in the catalog have been met. It is then forwarded to the appropriate advisor for a thorough examination of records and degree requirements. After the advisor's approval, it must also be endorsed by the Chair of Psychology and Counseling and the Dean of the College of Education and Psychology. The final review, after the posting of final grades, takes place in the Office of the Registrar. All candidates who have successfully completed all degree requirements will then have their degrees posted. Due to the length of time this process takes, students are strongly encouraged to submit their application for graduation by the beginning of their final semester rather than waiting for final filing deadlines.

Application Deadlines

Students are highly encouraged to file for graduation as soon as possible. The application opening dates are as follows:

Fall graduation: January 2

Spring graduation: June 1

Summer graduation: September 15

Students **must** file for graduation no later than the Final Filing Deadline for the term in which they wish to graduate:

Fall graduation: October 1

Spring graduation: March 1

Summer graduation: June 15

All final filing deadlines will be extended to the next available business day in the event they fall on a weekend or holiday. ***Late applications will be automatically deferred to the next available term.*** Because there is no summer commencement ceremony, summer graduates may participate in the fall commencement.

Census dates are published in each year's academic calendar.

Commencement Ceremony

Commencement information, including dates, times, and seating, is available through the Office of the Registrar at <http://www.utt Tyler.edu/registrar/graduation/commencement.php>.

Academic Regalia

The cap, gown, and hood for master's degrees differ significantly from bachelor's regalia. The velvet lining of hoods worn by counseling graduates are light blue in color. To order regalia, please contact the University Bookstore. Stoles, honor cords, and medals representing Chi Sigma Iota, the international academic and professional honor society for counseling, may be obtained from the chapter advisor. Honor regalia must be approved through the Office of Student Affairs at <http://www.utt Tyler.edu/studentaffairs/regalia.php>.

Appendices



UT Tyler COLLEGE OF EDUCATION & PSYCHOLOGY

MASTERS OF ARTS IN SCHOOL COUNSELING DEGREE PLAN (Summer 2023)

Student name:	Student ID:
----------------------	--------------------

I. Summer 1: _____

Course No. & Prefix	Course Titles	Pre-requisites	Semester Credit Hours	Grade
COUN 5312	Counseling Theories and Applications		3	
COUN 5314	Applied School Counseling		3	
COUN 5334	Foundations and Ethics of School Counseling		3	
COUN 5340	Research and Program Evaluation		3	

II. Fall 1: _____

Course No. & Prefix	Course Titles	Pre-requisites	Semester Credit Hours	Grade
COUN 5324	Cultural Diversity and Advocacy		3	
PSYC 5345	Group Counseling and Therapy		3	

III. Spring 1: _____

Course No. & Prefix	Course Titles	Pre-requisites	Semester Credit Hours	Grade
COUN 5344	Advanced Principles of School Counseling		3	
COUN 5393	Practicum		3	

IV. Summer 2: _____

Course No. & Prefix	Course Titles	Pre-requisites	Semester Credit Hours	Grade
	<i>Didactic Core:</i>			
COUN 5313	Family Therapy	COUN 5312	3	

COUN 5330	Counseling Children and Adolescents		3	
COUN 5368	Assessment Techniques in Counseling		3	
PSYC 5320	Advanced Human Growth and Development		3	

v. Fall 2: _____

Course No. & Prefix	Course Titles	Pre-requisites	Semester Credit Hours	Grade
COUN 5348	Mental Health in Schools		3	
COUN 5386	Supervised Internship in School Counseling I	Grade of B in COUN 5312	3	

vi. Spring 2: _____

Course No. & Prefix	Course Titles	Pre-requisites	Semester Credit Hours	Grade
COUN 5335	Career Counseling and Assessment	COUN 5312	3	
COUN 5387	Supervised Internship in School Counseling II	Grade of B in COUN 5312 and COUN 5334; Concurrent enrollment in or successful completion of COUN 5344	3	

Special Requirements and/or Deficiencies

PSYC 5361 – Behavior Modification (program prerequisite for students with no full teaching certificate)

_____Required

_____Not Required

The University of Texas at Tyler
Master of Arts in School Counseling Program
Practicum & Internship Manual

INFORMATION FOR ALL SCHOOL COUNSELING PRACTICUM & INTERNSHIP STUDENTS

A. INTRODUCTION TO SCHOOL SITE-BASED CLINICAL EXPERIENCES

Obtaining a master's degree in School Counseling from the University of Texas at Tyler (UTT) involves completing a minimum of 3 semesters of clinical experience (one semester of practicum, and two semesters of internship). The purpose of these experiences is to provide students with opportunities to further develop and advance their clinical skills through the role of school-counselor-in-training.

B. PROGRAM MONITORING

Program faculty regularly monitor and evaluate School Counseling students. Students are evaluated on their academic progress, counseling skills, ethical decision making, and dispositional areas through formal and informal methods throughout their time in the program. Students who demonstrate problematic issues in any of these areas may not be permitted to begin and/or progress with practicum or internship until an appropriate remediation plan is completed.

C. FINDING A SCHOOL-BASED SITE

Students in the School Counseling program are tasked with the responsibility of securing an appropriate practicum and internship site. Students are encouraged to carefully plan for practicum and internship to identify an appropriate school site which will provide a meaningful learning environment.

In order to gain strong clinical experiences through practicum and internship, students should take every effort to remain at consistent sites across the three semesters and avoid switching sites unless absolutely necessary. If a student believes they need to change sites, they must first discuss this with their practicum/internship course instructor and the practicum and internship coordinator.

1. School Site Requirements

Students must find an appropriate practicum and internship site which allows them to engage in school counseling work under supervision. Practicum and internship students must have the opportunity to provide counseling services under the supervision of a Texas certified Professional School Counselor. Examples of services practicum and internship students often engage in include but are not limited to: individual and group counseling, crisis counseling, treatment planning, guidance lessons, small groups, prevention, consultation, and interventions. Practicum and internship experiences are intended to meet school counselor certification requirements for the state of Texas and must be completed in Texas.

The school site must ensure that a Texas certified Professional School Counselor is on site and available any time the practicum and internship student is seeing clients. Practicum and internship students should never be seeing clients alone in a school building.

Finally, the site must allow audio recording of counseling sessions, with client consent. Audio recording is necessary for the site supervisor and faculty to evaluate practicum and internship students' skills. More information about procedures for audio recording can be found at the end of this section.

2. School Site Supervisor Requirements

1. Must be an employee of the site and school district.
2. Provide an orientation to the site.
3. Coordinate the practicum student/intern's on-site counseling experiences.
4. Provide structure, feedback, guidance, mentorship, and consultation to the practicum student/intern.
5. Provide on-site clinical supervision in collaboration with the university supervisor.
6. Provide exposure and participation opportunities to all counseling-related activities on the campus for a minimum of 40 direct service clock hours and 100 total clock hours for practicum; and 100 direct service clock hours and 200 total clock hours for each semester of internship.
7. Formally meet face-to-face with the practicum student/intern for a minimum of 1 hour per week, in either a single 1-hour session or 2 30-minute sessions, for planning, evaluation, consultation, training, and/or clinical supervision. Alternatively, if the site has more than one student, triadic supervision may be provided at the rate of 1.5 hours/week face-to-face.
 - a. Supervision is expected to include review of students' recorded counseling sessions and feedback on students' clinical skills.
8. Provide such cases and student/client contacts as the School and the Counseling Program Supervisor deem appropriate for the student's skill level and time allotted for the internship experience.
9. Provide the use of existing office space, privacy for counseling, use of available equipment and usual office supplies and clerical assistance necessary to the learning task.
10. Submit requested reports to provide the student's Counseling Program Supervisor with an evaluation of the student's activities.
11. Assist the intern in attaining parental permission for recording selected counseling sessions and make provisions for the intern to record selected counseling sessions for educational purposes (recordings completed are deleted after supervision and not retained).
12. After obtaining parent permissions, the recorded either video or audio sessions will not show student faces, but rather the camera will be on the counseling intern only. Interns have been instructed to destroy all video or audio tapes at the end of each semester.
13. Permission for the student to present their work with their clients to their classmates and faculty/instructor/supervisor at the University of Texas at Tyler with all identifying information deleted.
14. Formal feedback concerning the student's progress to the faculty supervisor and immediate contact with the faculty supervisor in the case of any concerns or deficiencies in the student's performance.

15. Adherence to the 2014 American Counseling Association (ACA) Code of Ethics. The 2014 ACA Code of Ethics can be viewed at <https://www.counseling.org/knowledge-center/ethics>.
16. Verify and sign the weekly activity log.
17. Consult with the university supervisor regarding student progress, as needed.
18. Adhere to the 2014 American Counseling Association Code of Ethics and Texas Educator Ethics, as applicable and the 2016 American School Counseling Code of Ethics.

Clinical supervision for the practicum student/intern is conducted collaboratively by the university and on-site supervisors. State regulations require the observation of each trainee by an appropriately qualified, credentialed university employee as part of this process. Recordings are only for the purpose of assessing the student's counseling skill level. In each semester of practicum/internship, sessions will consist of at least two individual or counseling group sessions. The third observation may be a classroom Social-and-emotional learning lesson or activity.

School Counseling practicum and internship students must have a certified school counseling site supervisor employed by the internship site. The site supervisor is required to meet the following minimum criteria:

- A minimum of a master's degree in counseling or a related profession
- Must hold an active Texas school counseling certification with a minimum three years of experience.
- All site supervisors must have a minimum of three years of active licensed experience and be able to provide proof (i.e., documentation) of training in providing clinical/counseling supervision (supervisors that hold a supervisory endorsement do not need to provide training documentation).
- The on-site supervisor will serve as the clinical supervisor for the CMHC student-intern.
- Regular, face-to-face supervision sessions between the on-site supervisor and the CMHC student-intern are essential and required (a minimum of 1 hour per week is required).
- The on-site supervisor will complete evaluations of the CMHC student at the midterm and end of each semester.
- Knowledge of the UT Tyler program's expectations, requirements, and evaluation procedures for students.

Site supervisors must be available to meet with UT Tyler practicum and internship course instructors throughout the semester to discuss student progress during practicum/internship. These meetings can occur face to face, via telephone, or zoom. If needed, UT Tyler practicum/internship course instructors can be available for more frequent contact and additional consults. The objectives of contact between the UT Tyler practicum/internship course instructor and the site supervisor are:

- to assess CMHC student's progress;
- to be introduced into the working environment of the CMHC student and learn more about the practicum/internship site;
- to act as a support for the CMHC student and the site supervisor; and to update the site supervisor on essential aspects of the CMHC program and upcoming events.

***Faculty will maintain more frequent contact with site supervisors who supervise practicum students due to the students' developmental level.*

The University of Texas at Tyler
Supervised Practicum in School Counseling
Consent for Audio-Visual Recording

I hereby agree to allow taping of my (or my child's) session with_____.
(name of counselor)

This taping will take place at _____
(location)

during the _____semester of 20_____.

This agreement will remain in effect until _____.
(month, day, year)

I understand that these tapes may be reviewed during in-class group supervision directed by my counselor's University of Texas at Tyler instructor. I understand that under no circumstances will my (or my child's) responses or information be used for research or any other purpose except supervision without specific written permission from me. These recordings will be treated with professional confidentiality, respect and courtesy, and they will be destroyed at the end of the semester.

SIGNATURES:

Client

Date

Parent/Guardian if client is under 18 years of age

Date

Practicum Student/Intern

Date

Note: A copy must be signed by each person participating for the counseling session to be recorded. The parent or legal guardian must sign a copy for each participating minor. Form is to be used if supervision site does not have release form. **Completed form should be placed in client's file at the supervision site. This form is not to be placed in counselor intern's university file.**

APPLYING FOR CERTIFICATION:

- During the last week of the final semester, you may apply for your School Counselor certificate.
 - To be recommended for certification your degree must be posted, and you must have passed the state certification exam, TExES 252.
- Contact the Office of Certification, certification@uttyler.edu, and request an application form.
 - Complete this form in its entirety and return it to certification@uttyler.edu.
 - Recommendation for certification cannot be completed without this paperwork.
- Apply for your standard School Counselor certificate at TEA, www.tea.texas.gov.
 - Click on TEAL login in the blue banner at the top of the page.
 - Sign in using your unique TEA identification number.
 - Check your information for accuracy.
 - Click on APPLICATIONS in the menu.
 - During the application process, avoid clicking on anything related to “alternative”. You are seeking a standard certificate through a university-based program.

Major obstacles for completing the certification process and getting the certificate are failing to:

- Complete degree requirements and have degree posted
- Successfully complete all testing requirements
- Complete both the UT Tyler application form and the TEA online application.