



# Professional Counseling Program

## Student Handbook

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## Table of Contents

Faculty and Staff Information .....	3
History of the Professional Counseling Program .....	4
Professional Counseling Program Mission Statement .....	7
Program Objectives .....	7
Ethics Standards.....	7
Texas State E-mail, ID, and Program Listserv .....	8
Academic Calendar .....	8
Class Registration .....	9
Faculty Advisement.....	10
Professional Counseling Performance Standards.....	11
Comprehensive Examination (CPCE) .....	13
Liability Insurance .....	15
Professional Counseling Program Course List .....	16
Sequence of Clinical Counseling Classes .....	17
Clinical Practicum and Site-Based Internship.....	17
Clinical Practicum (COUN 5689) .....	18
Site-Based Internship (COUN 5389).....	19
Thesis.....	20
Title IX Requirements .....	21
Frequently Asked Questions .....	21
Post-Graduate Licensure.....	25
School Counseling Certification.....	26
National Counselor Certification and NCE .....	27
Additional Training Areas .....	27
Play Therapy .....	28
Animal-Assisted Counseling.....	28
Counseling Advocacy & Professional Associations.....	28
Professional Counseling Program Student Organizations.....	30
.....	30
Frequently Used Phone Numbers and Websites .....	31



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### Program Tracks/Emphases

**CMHC:** Clinical Mental Health Counseling

**MCFC:** Marriage, Couple, and Family Counseling

**SC:** School Counseling



## **History of the Professional Counseling Program**

As one would suspect, many students have come and gone, and many changes have taken place since our inception as the Counseling and Guidance Program at Texas State University (then Southwest Texas State University) in the early 1960s. The Graduate Office and the archived [Graduate Catalogs](#) can specify dates, course offerings and program requirements that have existed over the years and reflect many of the major changes in the Program.

The National Defense Education Act of 1958 (NDEA) provided the initial impetus and direction for counseling and guidance programs in Texas and across the nation. Prior to 1958, school counselors were a rarity. They were located primarily in the larger school systems and, for the most part, performed the functions typically associated with registrars (e.g., attendance, registration, transcripts, and letters of reference). The general intent of the NDEA was to train persons to use assessment instruments to identify academically capable high school students and to encourage (guide) them into the fields of mathematics and science.

The Counseling and Guidance Program at Texas State University was formed by Dr. Jerome (Jerry) Stone in the early 1960s. The program was approved by the Texas Education Agency (TEA) as a school counselor-training program with primary focus on training high school level counselors, lesser emphasis on junior high school students, and virtually no emphasis on working with elementary age children. TEA was housed in the Department of Education. According to TEA guidelines, the major domain of counselors was the administration and interpretation of educational and vocational tests and inventories, and to conduct guidance activities associated with career choice and placement.

Officially, there was only minimal emphasis on "counseling" as we know it today. It is interesting to note that while the official focus mandated by TEA and NDEA supported programs that were guidance-oriented, early training programs offered by many universities focused on the development and use of therapeutic counseling skills to be used by school counselors. So, in many instances, the intent of public-school guidance programs differed to some degree from the actual functioning and orientation of many counselors in those programs.

Course offerings by the Counseling and Guidance program at Texas State were initially limited and resulted in somewhat superficial coverage in some cases. For example, the Standardized Testing course dealt with elementary statistics, the administration and interpretation of a variety of educational and vocational oriented standardized tests and inventories and covered the administration and interpretation of individually administered intelligence tests such as the Stanford-Binet and Wechsler scales--all in one course. Similarly, the Counseling Techniques courses included a wide-ranging survey of current counseling theories as well as practice in using many of the counseling techniques associated with various theoretical orientations. As one might suspect, supervision and critique of counseling experiences were limited. Furthermore, certification as a School Counselor required completion of only 30 hours of graduate-level courses, 18 of which had to be in guidance-related courses such as Human Growth and Development. In addition to an 18-hour major, a 6-hour minor could be obtained.

The faculty of the fledgling Counseling and Guidance Program was comprised of persons who taught courses in both secondary and elementary education as well as one or two courses in counseling and guidance. Thus, the early Counseling and Guidance faculty were all part-time instructors in the program. At one time or another, most faculty members taught virtually every course offered in the program. In other words, there were no "teaching area specializations" on the part of most faculty members. As the Counseling and Guidance Program grew in popularity, additional faculty were employed and because of the "enrollment explosion" in the 1970s and 1980s, faculty members were assigned to full-time teaching positions in the Counseling Program.

In 1977, the first Wimberley Counselor's Conference was organized and coordinated by Dr. Damon Miller. The Wimberley Counselor's Conference was a two-day conference for counselors in central, south central, and south Texas. It became an annual affair and participants were housed at the 7-A Resort in Wimberley, Texas. The format of the conference primarily involved informal, unstructured group discussions in which counselors' experiences and concerns were shared. Typically, one formal presentation or one activity workshop was held during the conference. The conference ended in 1997 due to housing problems and inadequate facilities.

The 1970s and 1980s experienced two major movements. First, the Texas Education Agency developed and approved a program for the training and certification of Guidance Associates. Guidance Associates were undergraduate students who were to be trained in guidance-oriented skills such as educational and vocational test administration and interpretation, and the presentation of educational, career and personal awareness programs for students. The intent was to allow school counselors to become more deeply involved in personal counseling activities by providing support personnel who could offer guidance services to students. Texas State developed and received approval for such an undergraduate program. However, it soon became apparent that problems existed. Certification of Guidance Associates was available, but no funding was provided for the employment of these persons in the public schools. Thus, for each Guidance Associate employed, the school district was charged one classroom teacher unit. School districts were unwilling to lose classroom teachers by hiring Guidance Associates and were equally unwilling to pay Guidance Associate salaries out of local funds.

Consequently, the program at Texas State was dropped, as were programs across the state. The second major movement might be called the mental health movement. A significant increase in interest in mental health counseling, marriage and family counseling, and substance abuse counseling resulted in the passing of licensing and certification laws relating to Associate Psychologists and subsequently Associate School Psychologists and Licensed Professional Counselors (LPC). The certification and licensing laws had many significant effects on programs at Texas State and at universities across the state. Initially, they resulted in a drastic increase in the number of students enrolling in graduate counseling programs. Almost overnight counselor education programs expanded to near unmanageable proportions requiring more sections and larger classes. Additionally, most of the new students were primarily interested in developing therapeutic treatment skills to be used in private practice or institutional or agency work. Only a limited number of applicants had public school teaching certification or teaching experience, and few students were interested in entering the public schools as counselors.

Accordingly, the primary focus of the Counseling Program shifted toward mental health counseling concerns, and interest in school counseling significantly diminished. This led to a major restructuring of the Department of Education. Under the leadership of President Hardesty at Texas State University, the Department of Education was split up and a new department, the Department of Educational Administration and Psychological Services, was formed. This new academic department was devoted almost completely to teaching graduate level courses in Educational Administration, School Psychology, and Counseling. Up to this time, the School Psychology program had been operating under the umbrella of the approved school counseling program. The School Psychology program eventually sought and received independent certification and was no longer required to certify its graduates under the umbrella of the Counseling Program.

In 1982 a new licensure for mental health private practice came into being. The Licensed Professional Counselor (LPC) allowed graduates from schools of education to practice psychotherapy in Texas. The counseling program at Texas State University added hours to the school counseling program to meet academic standards for both school counseling certification and licensure as a professional counselor in the state of Texas. This method of handling state certification and licensure requirements continued until the 1990s. During this time there was an increasing movement nationally and in Texas to upgrade and distinguish existing counseling degrees. Instead of a 36-hour to 39-hour degree program, licensure required 45 hours and then 48-60 hours, depending on the license sought. Students were beginning to have trouble gaining licensing and certification privileges in other states. LPCs in private practice were having difficulty meeting the upgraded standards of

insurance companies, prohibiting these graduates from third party pay options. Also, during this decade, the state of Texas enacted licensure in marriage and family therapy, creating a pool of potential students for which no degree plan was currently available. The result was that the counseling faculty dedicated the next several years to the creation of different areas of emphasis (e.g., school counseling, marriage and family counseling, community counseling, and college student affairs). This expansion required a complete restructuring of the existing programs, however, such programs required approval of the Texas Higher Education Coordinating Board and the Texas Education Agency. It took almost five years to achieve program approval to develop and offer new programs. Additionally, the counseling program was finally designated as the [Professional Counseling Program](#) (within the department of Educational Administration and Psychological Services).

Beginning in 2000, the Professional Counseling Program became nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)) for the M.A. Program in Professional Counseling specialty areas (Community Counseling, Marriage, Couple, and Family Counseling, and School Counseling). To better reflect the academic programs housed within the department, in 2011 the EAPS department name was changed to the [CLAS Department](#): Counseling, Leadership, Adult Education, and School Psychology.

In 2012 the Professional Counseling Program launched the Institute for Play Therapy (IPT). [IPT](#) is an Association for Play Therapy *Approved Center of Play Therapy Education* (APT Approved Provider #12-336). The mission of IPT is to offer quality play therapy training to graduate students and professionals in the community and to encourage play therapy networking, research, and resources. IPT also offered professional workshops to students at a reduced rate.

In 2016 another continuing education program began – the Animal-Assisted Counseling (AAC) Academy. The [AAC Academy](#) is a professional training program that promotes the human-animal bond through the study and practice of animal-assisted counseling and play therapy. The mission of the AAC Academy is to provide quality training in animal-assisted counseling that improves the well-being of children and families through positive human-animal interactions. The AAC Academy offers a series of intensive workshops for graduate students and professionals to earn introductory and advanced training in animal-assisted counseling and play therapy. The AAC Academy offers a professional Certification in Animal-Assisted Counseling.

Also in 2016, CACREP approved the reaccreditation of all three M.A. specialty areas, Clinical Mental Health Counseling; Marriage, Couple, and Family Counseling; and School Counseling. Beginning in Fall 2016 some courses were renamed to provide alignment with the LPC academic coursework and CACREP criteria. The 61-hour program of Clinical Mental Health Counseling and Marriage, Couple, and Family Counseling became 60 credit hours and School Counseling became 54 credit hours. In 2018, the Professional Counseling Program received approval to increase the School Counseling emphasis to 60 hours to meet state LPC licensure requirements and CACREP hour requirements. The program also received approval for a 48-hour School Counselor Certificate program that would meet state requirements for those solely seeking state certification. Most recently, CACREP approved the reaccreditation of all three M.A. specialty areas through 2032.



*Welcome to the CACREP-accredited master's degree program in Professional Counseling at Texas State University! This 3-year program prepares graduates to pursue post-graduate licensure as Licensed Professional Counselor Associates and Licensed Marriage and Family Therapy Associates, as well as post-graduate certification as Professional School Counselors in Texas. This Student Handbook will provide you with valuable information that will be needed not just at the beginning of your studies, but throughout the entire course of your degree completion. Please consult your assigned faculty advisor with any questions regarding the content of this handbook. We look forward to having you in the program!*



## **Professional Counseling Program Mission Statement**

The goal of the Professional Counseling Program is to prepare students to master the knowledge and skill areas specified by current preparation standards and best practices in the counseling profession. We encourage the pursuit of intentional growth that promotes pro-social autonomy, lifelong learning, and ethical behavior. These ideals are fostered within a dynamic and multi-modal learning setting in which diversity, critical thinking, creativity, social justice and advocacy, scholarship, praxis, and the creation and integration of knowledge are celebrated.



## **Program Objectives**

Throughout the M.A. Professional Counseling Program, course content, student engagement opportunities, and fieldwork experiences are designed to promote:

- 1) A counselor professional identity and engagement in professional development and ethical practice.
- 2) Awareness of social and cultural diversity issues in counseling and development of the skills needed to implement culturally sensitive counseling interventions and programs.
- 3) A stance of lifelong, intentional, personal growth founded on a strengths-based, wellness-oriented, holistic view.
- 4) The ability to develop strong therapeutic relationships while applying fundamental counseling concepts, principles, and theories with individuals, couples, families, and groups.
- 5) Cognitive complexity via critical thinking and creative expression, which encourages students to engage critically, creatively, and meaningfully with research, theory, and practice in counseling.
- 6) The ability to advocate for diversity, equity, and inclusion in the counseling field and within communities and toward promoting opportunity, wellness, and human dignity.



## **Ethics Standards**

All students are expected to understand and demonstrate their understanding of the 2014 American Counseling Association ([ACA Code of Ethics](#)), and the Texas State University rules and regulations for student conduct, including those identified in the [Texas State University Student Handbook](#). As part of the admissions requirements for the Professional Counseling Program, all students are required to sign an informed consent document acknowledging that the ACA Code of Ethics has been read and agree to adhere to expectations and standards. This consent document is maintained as a part of the student's admission file. The Professional Counseling Program at Texas State, as well as the counseling profession in general, has high expectations of all students, and violations of university rules or professional ethical standards could render a student unfit to continue in the program.

Students are expected to periodically review the rules and regulations for student conduct and ethical standards to insure continued understanding and practice throughout their time in the program.



## Texas State E-mail, ID, and Program Listserv

The importance of obtaining an ID card and e-mail account through the university, as well as subscribing to the program listserv, cannot be over emphasized. Please take the time to complete these tasks as soon as possible. Failing to do so can result in your failing to receive valuable information from the university and the counseling faculty. **Immediate actions needed for new students:**

- **Check your Texas State Bobcat Email.** - Texas State Email, known as [BobcatMail](#), is the university's official email service. Part of Microsoft 365, BobcatMail integrates with many other Microsoft 365 apps and is available on Windows or Mac computers, mobile devices, and online. **Students need to check their BobcatMail on a regular basis**, as that is where communication will be sent from the Graduate College, CLAS Department, Professional Counseling Program, faculty advisors, and CANVAS course management system.
- **Get a Texas State ID – BobcatCard.** This identification will allow you to use the library and other student services. ID cards are processed at the LBJ Student Center (phone: 245-2297). To obtain an ID card, you must pay the initial tuition installment for your first semester. See the following link to learn more about the extensive benefits of your BobcatCard: <https://www.auxiliaryservices.txst.edu/idservices/>
- **Subscribe to the Professional Counseling Program listserv.** This listserv is only for students in the Professional Counseling Program and alumni of the program. It is used to disseminate information such as program updates, internship openings, course cancellations, new course additions, and advocacy opportunities. More importantly, comp exam applications and Clinical Practicum and Site-based Internship applications are disseminated here as well. Failure to turn in these applications by the deadline can create significant delays in progressing through the program and is the sole responsibility of the student to remain aware of program announcements via the listserv and Bobcat email. Students have the option to receive emails in digest or individual formats; individual format is recommended as attachments cannot be included in digest mode.

Students should subscribe themselves to the listserv by going to the following webpage:

<https://groups.txstate.edu/postorius/lists/pro-counseling-prog.groups.txstate.edu>

Student members may also unsubscribe their email address at the same webpage. User experience is best using Firefox.

The email address for posting messages is: [pro-counseling-prog@groups.txstate.edu](mailto:pro-counseling-prog@groups.txstate.edu).

Please use this email address to submit an email to the listserv, as opposed to sending it to faculty members to post on your behalf. The listserv moderator will process the email accordingly. If you have more questions about the listserv, please email the listserv moderator, Dr. Maria Haiyasoso, at [mh1423@txstate.edu](mailto:mh1423@txstate.edu)



## Academic Calendar

The University Registrar created an interactive academic calendar that allows you to filter by semester, part-of-term, and date range. You can subscribe to the semester calendar and receive updates automatically when an event is added or changed. A tutorial provided by the Registrar will help you to find the important dates that will keep you on top of your semester planning, from early registration to the date that degrees post to transcripts for a given semester.





## Class Registration

It is important to remember that the availability of classes cannot be guaranteed. **BE ADVISED:** the most accurate source of current class offerings is found on CATSWEB, rather than in any available printed or advising material.

Advance registration for the Spring semester is held the preceding Fall semester and advance registration for the Summer and Fall semesters is held at the same time during the preceding Spring semester. **Only students who are enrolled in the semester in which advance registration is held are eligible to register early.** All others must participate in the regular registration process. See the Registrar website for registration dates, time tickets, how to release holds, and other helpful registration links:

<https://www.registrar.txst.edu/registration.html>

Students are strongly encouraged to plan ahead and contact their individual Faculty Advisor to discuss course planning and degree completion requirements, well in advance of the date of registration.

Classes can fill up quickly, so register as soon as you are able. When registering, it is wise to have several alternative plans so that you are prepared to handle scheduling conflicts and classes that are full. Remember, you can locate index numbers of classes and view current course availability on CATSWEB approximately one month before registration begins. Follow these steps starting on the Texas State homepage:

**CatsWeb> Current Students> Class Offerings (by Term)> Semester Year> Subject: Counseling, Course Level: Graduate/Masters> Class Search**

**NOTE: If payment is not made by the deadline, the university will drop a student's registration. It is the student's responsibility to ensure that payment is made on time. Review the [Academic Calendar](https://www.registrar.txst.edu/registration/ac/academic-calendar.html) for payment deadlines.** <https://www.registrar.txst.edu/registration/ac/academic-calendar.html>

### Special Registration Situations:

**Override Requests** Are to be used in certain conditions:

1. To register for a class that requires a prerequisite in which you are currently enrolled.
2. To register for a class that is "closed" and has no waitlist.
3. To register for courses that require instructor approval.

Complete the "override" form, which will be routed to a CLAS administrative assistant for processing. **Faculty members cannot process override requests.** Course prerequisites have been purposefully determined by the program, so requests for faculty to override prerequisites will not be approved.

To submit an override form, go to the Professional Counseling [Class Registration Override form](#) on the CLAS website. Students are advised to submit override requests **TWO WEEKS** prior to early registration or the regular registration deadline. Late submissions risk not being processed in time for approval.

The process for securing an override is as follows:

1. Complete the online override form specifying student name, email address, student ID#, course #, CRN #, type of override needed, and justification for the override.
2. Submit the electronic form. The Counseling administrative assistant will review all override requests and then notify students when the override request is approved or denied.

## **Waitlisting Process**

When you find a closed class during registration, you will typically find a wait-listing option offered. Be advised that not all courses will have this option available. If there is a waitlist established for the class, you will see it as an option during registration. If you want to secure a seat for that course, place yourself on the waitlist as soon as possible. As course seats become available, the first person on the waitlist is notified and given 24 hours to register for the class, and so on, through the waitlist. The Office of the University Registrar has established a [Waitlisting webpage](#) that includes a tutorial describing this process. It will not help to contact faculty directly about securing a seat in a closed class, as they are not able to permit students into courses ahead of students on waitlists.

## **Credit Hour Overloads**

The program recommendation is taking no more than 9 credit hours per semester. All requests for additional hours (12 hours) must receive approval by the Program Coordinator. Contact your assigned Faculty Advisor to discuss approval to take more than 9 hours in a semester. Your assigned Faculty Advisor can then communicate the approval to the Program Coordinator. Please also note that not all requests for overloads are granted and taking more than 12 hours will not be approved.



## **Faculty Advisement**

Each new student is assigned to a specific Faculty Advisor upon admission, according to their area of emphasis or concentration. You received an email from the Program Coordinator/Graduate Advisor Dr. Haiyasoso, advising you of your assigned Faculty Advisor. ***During your first semester, you are required to meet with your Faculty Advisor to plan a course of study.*** Faculty advisors advise students regarding coursework, certification and licensure requirements, program policies and procedures, changes in [degree plans](#), and educational and career needs. Consultation with your Faculty Advisor should also be sought whenever questions about the program arise. Students can also consult with any program faculty member during their time in the program or request a change in faculty advisor. If you do not know the name of your assigned Faculty Advisor, please contact the Program Coordinator, Dr. Haiyasoso at [mh1423@txstate.edu](mailto:mh1423@txstate.edu) or Program Administrative Assistant, Camila Saldivar at [c\\_s821@txstate.edu](mailto:c_s821@txstate.edu).

Faculty may be reached via email, campus phone, or in person by appointment, during their office hours. To receive the timeliest response, it may be helpful to make your initial contact via multiple forms of communication. Include in your message an inquiry as to the preferred mode of communication for that faculty member. Faculty have individual preferences as to which form of communication is most favored, based on varying schedules throughout the semester, including teaching as campus locations between San Marcos and Round Rock.

Keep in mind there may be times when faculty members will be temporarily unavailable. If you do not receive a timely response to a time sensitive question, you should contact an administrative assistant or another faculty member.

## **Student Orientation**

New students are expected to attend one of the Student Orientation sessions held at the beginning of each Fall and Spring semester, with one held on the San Marcos campus, and one held on the Round Rock campus. Student Orientations are announced via the student listserv. Program faculty will walk students through the program, provide helpful tips regarding navigation of the program, student organization representatives will discuss ways to get involved, students meet with faculty by concentration, and a clinic tour is given.

## **Degree Audit**

The degree audit is an official university record that document if a degree requirement has or has not been fulfilled, or if it in progress. Students are expected to be aware of their degree requirements, so using the degree audit is the best way to accomplish this. Pull up your degree audit (log in through [CatsWeb](#)). Compare your degree audit to the chart of degree concentrations/plans at the bottom of this webpage:

<https://www.txst.edu/clas/Professional-Counseling/degree-concentrations.html> See the [Degree Works](#) webpage to learn how to read your degree audit, plan for future semesters, explore course options, and register.

If there are changes needing to be made to your degree audit (e.g., changing concentration, identifying a specific course as an elective for CMHC students, removal or addition of the thesis option), route your request to the Graduate Advisor/Program Coordinator, Dr. Haiyasoso at [mh1423@txstate.edu](mailto:mh1423@txstate.edu) and copy your faculty advisor. Dr. Haiyasoso can submit a petition on your behalf to the Graduate College, with final approval given by the Dean of the Graduate College.

As you move through the program, you should monitor the degree audit to see updates as you complete coursework and other degree requirements (e.g., comprehensive exam). The degree audit is also used by the Graduate College to clear you for graduation, so making changes in advance of your last semester is strongly recommended. Additionally, the courses that are listed on the degree audit are the only courses that can be considered for financial aid. CMHC students must request the elective course to be petitioned to count as the elective course, thus eligible for financial aid.

## **Continuous Enrollment/Leave of Absence**

The Graduate College has an expectation of continuous enrollment in the program, but it is not required. If a student decides to take time off from the program, completing a [Leave of Absence](#) form will retain your place in the program and notify the Graduate College of your intent to re-enroll. Complete the form located here: <https://www.gradcollege.txst.edu/forms.html> Submit the form for signature to the Program's Graduate Advisor: Dr. Haiyasoso at [mh1423@txstate.edu](mailto:mh1423@txstate.edu) . If you decide to sit out less than a year, you will need to complete an updated application to return. The Graduate College will process it and then re-activate your records.

If you take up to a year off, you will need to reapply through the Graduate College: <https://apply.gradcollege.txst.edu/apply/> . Your previously submitted documents are transferred to the new application and then a request for approval to readmit is sent to the Program's Graduate Advisor, Dr. Haiyasoso. A previously submitted Leave of Absence form will be used to expedite the readmission process in that case. For all questions regarding your specific time frame and applicable reapplication process, contact the [Graduate College](#) directly.



## **Professional Counseling Performance Standards**

The following standards are detailed in the University's [Graduate Catalog](#). Students are strongly encouraged to review all standards outlined in the Counseling, Leadership, Adult Education, and School Psychology [\(CLAS\) Department catalog pages](#)

### **Program Standards**

Students enrolled in the Professional Counseling Program must maintain high academic standards and develop skills necessary to work with people with diverse needs. Students are expected to demonstrate emotional and mental fitness in their professional fields and to uphold the 2014 ACA Code of Ethics and any other relevant codes of ethics of relevant professional associations and the State of Texas. A student's

acceptance into the Professional Counseling Program does not guarantee professional fitness, which is required to remain in the program. If at any time a student does not seem professionally fit, they may be referred to a Program Standards Committee to discuss the student's needs.

### **Academic Appeal Policy**

An individual course grade may be changed when the involved faculty member certifies to the university registrar that an error was made in computing the original grade. The grade change must be approved by the Department Chair, the Dean of the College of Education, and/or the Dean of the Graduate College. Students who wish to appeal a grade should first discuss the issue with the course instructor. If no resolution is reached, the student may then appeal to or discuss a concern with the department chair. If no satisfactory conclusion can be reached at this level, then the student may appeal to the college dean. The dean's decision is final.

### **Student Retention Policy**

Students must attain a course grade of "B" or better in all required courses for the course to count toward the degree. If your cumulative grade-point average falls below 3.0 during any semester of enrollment at Texas State, this will result in being placed on academic probation by the Graduate College. In your next semester of enrollment, you must raise your cumulative graduate school GPA to 3.0 or above, or risk suspension by the Graduate College. When you have achieved a GPA of at least 3.0 at the end of your semester of probation, you will be notified by the Graduate College that you have been removed from probation status.

### **Re-admission to the Program**

Following suspension status for six months, you may petition the Graduate Advisor and the Dean of the Graduate College for permission for re-admission. Each re-admission decision is made on an individual basis. If you are re-admitted after you have been suspended, you must maintain a GPA of 3.0 in each semester of enrollment.

### **Student Review Policy and Appeal Process**

If a faculty member believes that a student is not making satisfactory progress or meeting program, professional, or university standards, that faculty member will discuss the situation with the student. If the faculty member believes the student's performance cannot improve to acceptable standards, the faculty member may refer the student to a Program Standards Committee (PSC). This committee, comprised of three full-time faculty, will provide the student, in writing, with concerns regarding non-satisfactory progress, and provide the student with an opportunity to meet with the Program Standards Committee to discuss those concerns. After considering the matter, and within 10 working days of meeting with the student, the Program Standards Committee will report its recommendation for remediating the concerns to the student and the Department Chair. Remediation plans will include activities designed to provide the student an opportunity to demonstrate competency and skill in the identified areas of concern. Possible recommendations include, but are not limited to additional supervision, writing assignments, personal counseling, or retaking classes. In severe cases where remediation is not successful, suspension or dismissal from the program may be warranted. Within 10 days of the receipt of the PSC's notification, the student will either accept the PSC recommendation or appeal the PSC recommendation by notifying the Chair of the Department of Counseling, Leadership, Adult Education, and School Psychology, [Dr. Elizabeth Hartwig](#). Lack of notification by the student is taken to mean acceptance. Noncompliance with a remediation plan may lead to dismissal from the program.

If the student appeals the decision, the Department Chair will review the Program Standards Committee's decision and either uphold or deny the appeal. The Department Chair will offer to meet with the student, the faculty member who originated the concern, and the Program Standards Committee as needed, prior to making a determination. The Chair's decision on the appeal will be provided to the student in writing.

## **Final Appeal**

A student who is dissatisfied with the Department Chair's decision may appeal to the Dean of the College of Education. For an appeal to be considered, the student must submit a written notice for an appeal to the Department Chair within ten working days of receiving the Department Chair's decision and follow the appeal process as noted in the Graduate College catalog. The Dean will consider the matter and notify the student of their decision within ten working days of receipt of the appeal. **NOTE:** For the official policy on the appeals process, refer to the [Graduate College Catalog](#).

## **Professional Endorsement Policy**

The Professional Counseling Program Faculty will not endorse any graduate from the counseling program for a license or certification for which they have not been trained.

## **Evaluating Student Performance**

Members of the faculty, using their professional judgment, continually evaluate students' performance. Students receive feedback about their performance from faculty members, advisors, and supervisors. The criteria used by the faculty to make such judgments include instructors' observations of course performance, evaluations of students' performances in simulated practice situations, university supervisors' and site supervisors' evaluations of students' performances in clinical practice situations, the code of ethics, and the Professional Counseling Performance Evaluation Form. Consultation between faculty is a best practice and standard procedure that is used to determine how to best help students in the program.

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

The [Professional Counseling Performance Evaluation Form](#) was developed by the faculty in the Professional Counseling Program to objectively assess student dispositions, performance, and progress while enrolled in the program. The PCPE form is routinely used to assess performance and progress in all experiential courses (e.g., basic skills classes, Intermediate Methods classes, and Clinical Practicum), but may also be used in any class to advise a student of deficiencies. If the PCPE is used to address deficiencies, the completed PCPE will initiate the Program Standards Committee process (addressed in previous section).

Students must keep all performance evaluations throughout their time in the program and submit them for admission to Clinical Practicum (COUN 5689) and Site-based Internship (COUN 5389). Feedback on the PCPE evaluations will be used by the student to document clinical strengths and areas of improvement in the next clinical course.



## **Comprehensive Examination (CPCE)**

The [Counselor Preparation Comprehensive Examination \(CPCE\)](#) is an exit examination that assesses students' knowledge of counseling to ensure minimum competence in the field. The CPCE also provides collective feedback that is used by the program in adapting curriculum. Texas State University requires all graduate students to pass a comprehensive examination.

**The CPCE is offered once each Spring, Summer, and Fall semester.** Students must pass the CPCE to advance in the program and enroll in COUN 5689 Clinical Practicum. Given this requirement, many students take the CPCE the semester they will be enrolled in an Intermediate Methods course (which is also a pre-requisite to enroll in Clinical Practicum). It is advised that students complete the CPCE designated courses prior to taking the CPCE. See the chart below for a list of the specific courses tested on the CPCE.

## CPCE Testing and Application Dates

Upcoming CPCE testing and application dates are available on the Texas State University Professional Counseling CPCE website: <https://www.txst.edu/clas/Professional-Counseling/current-students/CPCE.html>

To take the exam, students must first complete the Program's CPCE online application. Approval to test will be determined by the Program's CPCE Coordinator directing them how to register and pay for the exam. When registering for the exam (a multi-step process), students will be able to schedule their exam at a Pearson VUE testing center at a time and location of their choosing, pending availability at their chosen testing center. Students must test within the testing window and must report their overall score to the CPCE Coordinator by the date listed on the CPCE webpage.

## Content Areas

The CPCE covers the content areas listed below and should be taken as soon as the following courses are completed and **prior to** applying for Clinical Practicum. The CPCE must be passed, and an Intermediate Methods course completed to enroll in Clinical Practicum. It is strongly recommended, but not required, that students complete all coursework in the CPCE content areas before taking the exam. If a student applies prior to completing the coursework in the content areas, the student will be required to verify that they have consulted with their faculty advisor about preparation for the exam.

CPCE Content Areas	Content Area Definitions	Texas State Counseling Courses
Human Growth and Development	Studies that provide an understanding of the nature and needs of individuals at all developmental levels.	COUN 5368 - Developmental Issues
Social and Cultural Foundations	Studies that provide an understanding of issues and trends in a multicultural and diverse society.	COUN 5301 – Professional Counseling Orientation or
		COUN 5328 – Professional Orientation in School Counseling
		COUN 5316 - Counseling Diverse Populations
Helping Relationships	Studies that provide an understanding of counseling and consultation processes.	COUN 5307 - Theories of Counseling and Personality COUN 5354 - Basic Counseling Skills and Abnormal Behavior
Group Work	Studies that provide an understanding of group development, dynamics, counseling theories, group counseling methods and skills, and other group work approaches.	COUN 5358 - Dynamics and Processes in Group Counseling
Career and Lifestyle Development	Studies that provide an understanding of career development and related life factors.	COUN 5355 - Career Counseling
Assessment	Studies that provide an understanding of individual and group approaches to assessment and evaluation.	COUN 5305 - Assessment in Counseling
Research and Program Evaluation	Studies that provide an understanding of types of research methods, basic statistics, and ethical and legal considerations in research.	COUN 5391 - Research Seminar
Professional Orientation & Ethics	Studies that provide an understanding of all aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing.	COUN 5301 – Professional Counseling Orientation COUN 5350 – Advanced Counselor Ethics

**Exam Fee is \$150.** If a student needs to cancel or reschedule the CPCE exam for any reason, the fee paid to CCE/PearsonVUE will extend examinee eligibility for 6 months. After that 6-month window, or if the exam was not passed the first time, the examinee will have to pay CCE/PearsonVUE for a new CPCE administration.

### **Format**

The CPCE consists of 160 total items with 20 items per CACREP area. Of the 20 items per section, 17 are scored, with the remaining 3 serving as pretest items. The purpose of imbedded pre-test items is to generate actual score performance data on items for future use or deletion. This allows CCE to select items for future test construction that have the most desirable psychometric attributes. Scores for each section and a total score will be reported to institutions for each student. The CCE will provide statistics on the program's students as well as national data.

### **Scoring**

Passing the comprehensive examination is a requirement for graduation. For Texas State students, a passing score of the CPCE is defined as one half standard deviations above the national mean for each version of the CPCE. For each version of the test, the CPCE coordinator will calculate the "pass" score by adding one half of the standard deviation for the national sample to the mean for the national sample. If this number is a fraction, they will round down to the whole number.

**Example:** If the national mean is 89 with a standard deviation of 9.0, the score that is half a standard deviation above the mean would be 93.5 (i.e.,  $89 + 4.50$ ). Thus, the cut-off score in this example would be 93. Note: This is an example for illustrative purposes only. The passing score can change for each version of the assessment.

Students who fail the CPCE after the first attempt will need to set up an appointment with their faculty advisor to develop a study plan prior to signing up to take the CPCE for the second time. Students who fail after a second attempt will meet with a Program Standards Committee to discuss performance on the exams and discuss additional needs of the student. Upon the third failed attempt and based on PSC recommendations, students cannot register for classes, are not allowed further attempts at the comprehensive exam, and are prohibited from moving forward in the program.

Once students pass the CPCE, the CPCE Campus Coordinator, Dr. Haiyasoso, will submit the Comprehensive Exam Paperwork on behalf of the program and student. The Graduate College will process this paperwork and completion of the comp exam will be reflected on the student's [degree audit](#).

### **CPCE Study Resources**

Students should begin to study for the CPCE by actively participating in all classes and studying class notes, focusing on retention of knowledge as they take each course. Students can also use a study guide for the National Counselor Exam (NCE) to study for the CPCE. The Counseling content specialist librarian at Alkek Library works with faculty to ensure CPCE/NCE study resources are available to students.

If you have any questions about the comprehensive exam, you can contact the Comprehensive Exam Coordinator, Dr. Maria Haiyasoso at [mh1423@txstate.edu](mailto:mh1423@txstate.edu)



## **Liability Insurance**

All students who register for an intermediate methods course (COUN 5360, 5366, 5370, 5373), Clinical Practicum (COUN 5689) and Site-based Internship course (COUN 5389) are required to show proof of student counseling liability insurance. Some professional counseling associations offer low-cost liability insurance for members with student status or wrap it into the student membership fee (e.g., Texas Counseling Association, American Counseling Association, and American School Counseling Association).

**Reminder:** Liability insurance must be purchased prior to seeing clients in the Intermediate methods course. There should be no gap in coverage when completing Clinical Practicum and Internship courses to avoid delays in working with clients. You will be required to provide a copy of your liability insurance policy at the beginning of each class to verify that coverage extends throughout the semester. Students are responsible for renewing the liability insurance as needed. Students with expired policies will not be allowed to work with clients.

In some instances, interns may be required to provide health certificates to work with clients. These certificates may be obtained through the University Health Center. If any additional verification is needed (e.g., Criminal background check, Pre-employment drug screen, etc.), students will need to secure it through the employment or Internship site, Human Resources office, or a separate, independent agency. Texas State University 's Professional Counseling Program is not allowed to secure, facilitate, pay for, or maintain results of these types of requirements for students.



## **Professional Counseling Program Course List**

- COUN 5301. Professional Counseling Orientation.**
- COUN 5305. Assessment in Counseling.**
- COUN 5307. Theories of Counseling and Personality.**
- COUN 5316. Counseling Diverse Populations.**
- COUN 5328. Professional Orientation in School Counseling: Leadership, Advocacy, and Accountability.**
- COUN 5338. Advanced Issues in School Counseling: Counseling, Consultation, and Coordination of Services.**
- COUN 5344. Introduction to Addictions Counseling.**
- COUN 5346. Filial Therapy.**
- COUN 5350. Advanced Counselor Ethics.**
- COUN 5351. Current Issues in Marriage, Couple and Family Therapy.**
- COUN 5354. Basic Counseling Skills and Abnormal Behavior.**
- COUN 5355. Career Counseling.**
- COUN 5358. Dynamics & Processes in Group Counseling.**
- COUN 5359. Psychopathology in Clinical Mental Health Counseling.**
- COUN 5360. Intermediate Methods in Marital, Couple and Family Counseling.**
- COUN 5366. Intermediate Methods in Adult Counseling.**
- COUN 5367. Marital and Family Counseling: Current Theories.**
- COUN 5368. Developmental Issues in Counseling Children, Adolescents, and Adults.**
- COUN 5369. Child and Adolescent Counseling Methods.**
- COUN 5370. Intermediate Methods in Counseling Adolescents.**
- COUN 5372. Assessment and Treatment in Marriage and Family Counseling.**
- COUN 5373. Intermediate Methods in Play Therapy.**
- COUN 5380. Introduction to Animal-Assisted Counseling.**
- COUN 5389. Site-Based Internship.**
- COUN 5391. Research Methods.**
- COUN 5394. Counseling Women.**
- COUN 5395. Foundations of Trauma and Crisis Counseling.**
- COUN 5689. Clinical Practicum.**

Courses required for degree completion are determined by each [degree concentration](#).



## **Sequence of Clinical Counseling Classes**

The clinical course sequence is made up of the following courses, each of which must be taken in their own separate semesters. The sequencing of the classes is important, as each one builds a foundation for the next clinical course. As such, each course should be taken as closely as possible to the next course.

### **COUN 5354 Basic Counseling Skills**

### **COUN 5360/5366/5370/or 5373 - Intermediate Methods (IM) specialty courses**

See your individual degree plan for the required IM class for your emphasis/concentration area; the appropriate IM course **MUST** be taken prior to COUN 5689, Clinical Practicum. While in the IM course, take and pass the CPCE, and apply for COUN 5689 Clinical Practicum.

### **COUN 5689 Clinical Practicum**

While in Clinical Practicum, apply for COUN 5389, Site Based Internship (this requirement applies to all three degree emphases/concentrations)

### **COUN 5389 Site Based Internship I**

While in first semester of Internship, CMHC and MCFC students apply for the second semester of internship. School counseling degree emphasis students complete 1 semester of internship.

### **COUN 5389 Site Based Internship II**

Complete second semester of Internship. If all required experience hours are not gained in this second internship semester, the student must apply for and register for a third semester of internship. Applying for extra semesters of internship courses to complete hours applies to all three degree emphases/concentrations.

[Apply for graduation](#) in this final semester of internship. See Graduate College [Deadlines](#) to ensure the application is submitted on time. (Extensions for this application are not allowed by the Graduate College. Failure to apply for graduation will cause the degree to be conferred in the next semester.)



## **Clinical Practicum and Site-Based Internship**

The counseling courses for which students must apply to and be accepted into are:

- ***COUN 5689, Clinical Practicum***
- ***COUN 5389, Site-Based Internship***

### **Eligibility**

Eligibility for the above courses is based on *successful completion of the prerequisite courses*. Students should adhere to the sequence of courses in the degree outline and advising provided by faculty. Specific course prerequisites for the specific practicum experiences are outlined in the Graduate Catalog and on CATSWEB.

Students must have a 3.0 grade point average in all graduate courses (i.e., "B" or better in each class) to apply and register for Clinical Practicum and Internship. Every applicant must be approved by the Practicum and Internship Coordinator, and all students must demonstrate fitness for practice. Student Fitness and Performance Appraisal guidelines of the Counseling, Leadership, Adult Education, and School Psychology (CLAS) Department are detailed in the [Graduate Catalog](#). No student will be admitted to any Clinical Practicum

or Internship course until all concerns regarding fitness have been resolved.

Priority of placement is based on:

- Passing the CPCE. Placement will not be made without this being met (see Note below).
- Most required courses completed (not including electives)
- Time/date of application submission

**NOTE:** The CPCE examination (comprehensive examination) must be passed for the student to proceed to COUN 5689, Clinical Practicum. Students who fail after the first attempt will meet with their advisor prior to signing up for the CPCE for the second time. Additionally, students who fail after a second attempt will meet with a Program Standards Committee (PSC). Upon the third failed attempt and based on PSC recommendations, students cannot register for classes and are not allowed further attempts at the comprehensive examinations, thus, cannot continue in the program.

### **Applications and Deadlines**

Application for Clinical Practicum and Site-based Internship experiences must be submitted for **every** semester. Acceptance and completion of one course **does not** guarantee acceptance into a second course. Application forms are available during specific application periods, and deadline information is posted on the [Professional Counseling website](#) under the respective tabs.

Written notification of acceptance to a practicum/internship will be provided by the Practicum/Internship Coordinator as soon as all applications have been processed. The assigned University Supervisor/Professor of each section will provide specific course information and guidelines to students registered for their particular section. Students whose applications are not accepted must reapply for the subsequent semester. Those students who missed the application deadline will be put on a waiting list in priority order, should an opening become available. Due to required faculty to student ratios required in these clinical classes, course enrollment is capped. We utilize the early application process to determine how many sections of Clinical Practicum and Site-Based Internship will be needed each semester. Thus, seats are not guaranteed for those students missing the deadlines and applying late.



### **Clinical Practicum (COUN 5689)**

Clinical Practicum is held in the Community Counseling and Wellness Center (CCWC) on both the San Marcos and Round Rock campuses. Clinical Practicum is conducted under the direct supervision of a Professional Counseling Program faculty member. Applications are due according to the schedule listed on the website. Clinical Practicum includes 100 hours of clinical work comprised of the following:

- Co-leading a counseling group off campus focusing on personal and/or interpersonal development (20 direct group hours). Students are required to co-facilitate a group with a licensed or certified counseling professional (i.e., LPC, LMFT, LCSW, Licensed Psychologist, or Certified School Counselor), but will accept co-leadership with licensees currently under supervision (i.e., LPC Associate, LMFT Associate, LMSW working toward LCSW). Please consult with the Practicum professor/supervisor for approval of the group experience. ***Please be aware: By the first week of class in Clinical Practicum, you are required to secure an off-campus group counseling site where you will earn the group co-facilitation hours. There is an approved list of sites on the Clinical Experience Canvas page.***
- Conducting individual counseling sessions with clients (individual, children, adolescents, couples, and families) under live supervision with a counseling program faculty member in the counseling clinic (20 direct hours); and
- Participating in three hours of individual and group supervision per week, observation of other

student's counseling sessions when time permits, preparing case notes, and doing extended research to prepare for counseling sessions each week (60 indirect hours).

*Additional information is located in the Clinical Practicum Manual:*

<https://www.txst.edu/clas/Professional-Counseling/current-students.html>



### **Site-Based Internship (COUN 5389)**

The site-based internship experience is completed *at a pre-approved internship site and with a pre-approved supervisor chosen by the student*. An approved list of Internship sites is located on the Clinical Experience Canvas page. While approved sites are preferred, if a new internship site is desired, the student must gain prior approval through coordination by site personnel and the Practicum/Internship Coordinator. Students should indicate their proposed site in the application for internship.

New Internship Site Approval Process:

- The new site supervisor must complete a new site survey form located at the bottom of this internship webpage: <https://www.txst.edu/clas/Professional-Counseling/current-students/Site-Based-Internship.html>
- The Internship Coordinator or a faculty member will schedule a meeting with the potential site to discuss requirements and determine the ability of potential site to meet all requirements.
- The student will be notified if the site is approved.

Site supervisors must hold an independent state issued license in their discipline (LPC, LMFT, LCSW, Licensed Psychologist), or be a Texas Certified School Counselor (for school emphasis only). State approved supervisor status is NOT required for Site based supervisors (LPC-S, LMFT-S).

**NOTE:** It is recommended that students begin arranging their internship sites and updating their vita (resume) early in the semester prior to their internship semester. (Vita is a biographical resume of one's career and training, as prepared by a person applying for a job). See Career Services for [resume resources](#) and preparation assistance, if necessary.

## **Internship Sites**

*To meet Program and CACREP standards, the following parameters for COUN 5389, Site-Based Internship, are as follows:*

### **Clinical Mental Health Counseling**

The internship site is to provide the student the opportunity to use preventative, developmental, and remedial counseling interventions with appropriate clientele and community interventions. Direct client contact hours must be earned in a community agency setting. Interns must earn 120 direct client contact hours and 180 indirect hours each semester, for a total of 300 hours per semester and 600 hours over the course of the two semesters. If all hours are not completed in two semesters, a third semester will need to be taken to complete the internship hours.

### **Marriage, Couple, and Family Counseling**

The internship site is to provide the student with the opportunity to demonstrate systemic counseling approaches, primarily with couples and families. For Internship, direct client contact hours must be earned in a community agency setting. Interns must earn 120 direct client contact hours and 180 indirect hours each semester, for a total of 300 hours per semester and 600 hours over the course of the two semesters. Of the 120 direct client contact hours each semester, **a minimum of 40 direct hours per semester must be relational**

**hours.** This relational experience includes counseling with couples, families, sibling groups, and parent-child dyads. The remaining 80 direct client contact hours can be with individuals, groups, couples, and families. MCFC students must have a total of **80 relational hours** out of the 240 direct client contact hours over two internship semesters. If all hours are not completed in two semesters, a third semester will need to be taken to complete the internship hours.

### **School Counseling**

The internship site for one semester of COUN 5389 is to be in a K-12 school counseling setting through the school counseling program at a school. The site supervisor should have current school counseling certification and have been certified for at least 2 years, with a minimum of two years of professional school counseling experience. The student intern will have the opportunity to demonstrate individual and group counseling approaches to enhance the personal, academic, and career success of K-12 students as well as demonstrate competence in consultation with parents and school staff, and coordination of the school counseling program. It is expected that the school is following the state approved Developmental Guidance Plan.

- A total of 240 direct client contact hours should include individual and group counseling of students, classroom counseling lessons, and consultation services provided to parents and teachers.
- The student intern must earn a total of 600 hours: 240 direct client contact and 360 indirect hours. This is typically completed in one semester.

### ***Additional recommendations about Internships:***

- Paid internships are possible, but infrequent. Be advised that all students are ultimately responsible for securing their own paid or unpaid internship placements.
- Begin considering and reviewing potential internship sites at least two semesters prior to applying for Internship.
- Review material posted within the Clinical Experience CANVAS site. Your access will be permitted to this site once you are enrolled in the COUN 5354 Basic Counseling Skills course.
- Internship information is also regularly posted on the listserv, from announcements about Internship Fairs, to notices directly from sites seeking interns.
- It may be helpful to volunteer at potential internship sites prior to entering into internship or seek an opportunity to co-facilitate groups at a site during Clinical Practicum.
- The internship experience is an important part of your personal and professional growth and direction. Choose sites and supervisors accordingly.
- It is recommended that students be proactive in seeking accurate, up-to-date information regarding internship requirements. Ask questions if you are not sure. Do not assume!

*Additional information is located here and in the Internship Manual:*

<https://www.txst.edu/clas/Professional-Counseling/current-students/Site-Based-Internship.html>



## **Thesis**

Degree audits are set up according to “thesis” and “non-thesis” options. For more information about theses, including procedures for finding a topic and choosing a thesis chair and committee, please refer the Thesis/Dissertation Guide on the Graduate College website: <https://www.gradcollege.txst.edu/students/thesis-dissertation.html>

If you did not choose a thesis option when applying to the program, you can add the thesis to your degree plan. If you did select the thesis option upon admission, you can also ask to have it removed prior to applying for graduation. For all degree audit changes, contact the Program Graduate Advisor, [Dr. Haiyasoso](#).

Two courses are assigned for the thesis:

- **5399A Thesis.** (3 credit hours) This course represents a student's initial thesis enrollment. No thesis credit is awarded until student has completed the thesis in COUN 5399B. Graded on a credit (CR), progress (PR), or no credit (F) basis.
- **5399B Thesis.** (3 credit hours) This course represents a student's continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), or no credit (F) basis.

Thesis forms are located on the Graduate College website. All forms requiring Graduate Advisor signature should be submitted to [Dr. Haiyasoso](#) for signature and submitted to the Graduate College for final approval.

**NOTE:** Thesis option adds 6 *additional* credit hours to the degree plan; they may not be used in lieu of electives. These two courses are taken at the end of the student's program. Students are encouraged to utilize their time in COUN 5391 Research Methods to explore and develop their thesis topic and discuss with potential faculty members who might chair the thesis. Sufficient time should be spent planning and completing the thesis. If additional time is needed, the student should plan for a third semester of enrollment in a thesis course.



## **Title IX Requirements**

Title IX of the Education Amendments Act of 1972 (Title IX) prohibits sexual discrimination in federally funded educational programs or activities. Under Title IX individuals are protected against discrimination based on sex. By law, faculty who receive a report of sexual misconduct are required to report the incident to the Title IX Officer. The following types of incidents are included:

Sexual Assault, Dating Violence, Stalking, Sexual Harassment, Domestic Violence, Sexual Exploitation, Sexual Intimidation (Cyber-stalking, Indecent Exposure, etc.)

As mandated reporters, disclosures made to faculty (verbally or in writing through submitted assignments) must be reported to the Title IX Officer, whose job is to evaluate the report to determine whether an investigation will be opened. Title IX staff will contact the student to gather more information and to connect the student with important resources to address the effects of the incident. For more information see <https://compliance.txst.edu/oeotix/>



## **Frequently Asked Questions**

### **➤ Do I need a parking permit to park on campus?**

Yes. All students, faculty, and staff who operate or park a vehicle on either campus (San Marcos or Round Rock) must register the vehicle with Parking Services and purchase a permit. For additional information: Parking Services (512) 245-2887 or website <https://www.parking.txst.edu/>

➤ **Are there any student organizations I can join?**

Yes, there are two. The Sigma Tau Sigma Chapter of Chi Sigma Iota (CSI) is for students in the M.A. Professional Counseling Program. Chi Sigma Iota is an international counseling honor society that promotes academic, professional, and scholarly excellence among counseling students and professionals. Counselors for Social Justice-Texas State University (CSJ-TSU) is a community of graduate students and counselor educators who seek equity and an end to oppression and injustice affecting clients, students, counselors, families, communities, schools, workplaces, governments, and other social and institutional systems. More information about each group is located at the end of the handbook. Link to program webpage for more information on our [Student Organizations](#).

➤ **Where can I find a list of required textbooks for my courses?**

There is no need to email professors about textbooks since the textbooks for the Professional Counseling courses can be located through the Texas State [University Bookstore](#) website. Departments provide textbook information well in advance of the semester, so it should be accessible to all students. You do not have to use the bookstore to purchase the books, but it is helpful in that you can find the ISBN to then locate the textbook on other purchasing sites.

➤ **What is the style of writing required by the program?**

The program requires those standards set forth in *the Publication Manual of the American Psychological Association* (2020, 7th ed.) in all writing assignments. Knowledge and use of APA standards of writing remains essential for successful completion of your graduate studies. If you are not intimately familiar with APA standards, you are strongly urged to buy the newest edition of the APA manual, consult with other colleagues, form groups to get feedback on writing, and/or work with the Texas State Writing Center, an invaluable source of help. Another available resource is: *Mastering APA Style: Student's Workbook and Training Guide* (H. Gelfand & C. Walker, Eds.).

➤ **When do I see my first “real” client? What about group counseling experience?**

You will see community clients during your Intermediate Methods class. You will either take COUN 5360, COUN 5366, COUN 5370, COUN 5373 or a combination, depending on your degree plan. You will see a client or possibly more than one client if you are taking COUN 5360. Also note that during your COUN 5689 Clinical Practicum class, you will be responsible for finding a counseling group in the community to co-lead with a licensed mental health professional. It would be a good idea to keep this in mind well before your enrollment in the COUN 5689 Clinical Practicum class.

➤ **Do I need to pass the comprehensive exam to be enrolled in Clinical Practicum?**

Yes, students must pass the CPCE to be enrolled in Clinical Practicum. (See the **Comprehensive Examination** section for more information).

➤ **Where can I find information about the site-based internships?**

The Practicum/Internship Coordinator maintains a list of previously approved site supervisors. This document is housed in a dedicated CANVAS site titled “Clinical Experience.” Students are added to this CANVAS site when they are in or have completed the COUN 5354 Basic Skills course. If students would like to have a new site added to the list, have the Site complete a New Internship Site request form located on the program’s [Internship webpage](#). Dr. Chiles will contact the site after the form has been submitted electronically.

Chi Sigma Iota International Honor Society also co-sponsors Internship Fairs with the Professional Counseling Program. This event invites already approved internship sites to present information about their sites to counseling graduate students. Internship Fair locations alternate between the San Marcos and Round Rock campuses to encourage attendance by as many students and internship sites as possible and have also been hosted virtually. Students are strongly encouraged to participate in these Internship Fairs as early in the program as they can!

➤ **What is required of my site supervisor during Site-based Internship?**

Site supervisors *must be licensed or certified in their mental health field* in one of the following disciplines: LPC, LMFT, Psychologist, LCSW, or Certified School Counselor. Supervisors also must have a minimum of two years of pertinent professional experience in the program area in which the student is completing clinical instruction. This is verified through the site supervisor's [Professional Disclosure Statement for Supervision](#), required for site approval. The on-site supervisor is required to provide one hour of individual supervision weekly to the student intern. Student interns are to be supervised at all times by fully licensed/credentialed mental health providers. State approved supervisor status is NOT required for Site based supervisors (LPC-S, LMFT-S).

➤ **Can the site-based internship hours be completed after graduation?**

No, all graduate internship hours must be completed while completing the degree.

➤ **Do I need to re-apply for my second semester internship?**

Yes. Students currently enrolled in their first semester of internship need to reapply for COUN 5389 through the Professional Counseling Program for their second semester. Students enrolled in their second semester of internship will have priority placement for a seat in an internship class.

➤ **Will the hours I see clients between semesters count toward my required hours?**

No. Hours accrue only during the semester enrolled, i.e., from the semester's beginning date through to the semester end date. If students choose to maintain clients between semesters to meet other internship site requirements (not hours), client needs, or to sustain momentum for student hours, arrangements must be made with the internship site to do so. The site must be willing to assume all liability and responsibility for work between semesters, must continue with individual supervision, and must provide written verification of such agreement to the Practicum/Internship Coordinator on agency letterhead.

➤ **Can I carry over hours from one semester of internship (5389) to the next semester?**

You are required to complete 600 total hours (320 indirect; 240 direct), evenly divided over the course of your two internship semesters. A maximum of 25 direct hours can be carried over into the second semester of Internship, but no indirect hours carry over. If your internship site and/or semester length does not result in evenly spaced semester hours (300 total hours, 180 indirect, and 120 direct), you may work directly with the professors involved to coordinate those hours. Keep in mind that during the internship you will develop therapeutic relationships with clients.

➤ **Do Continuing Education hours count anytime during my enrollment in the counseling program?**

No. Continuing Education hours only count after you are a licensed professional. However, maintaining a file of such experiences can later document special, or additional, training, for example, hours needed to pursue certification for the Registered Play Therapist credential, or other credential. Continuing education trainings completed during Practicum or Internship can count as indirect hours.

➤ **How many practicum and internship work hours can transfer from pre-graduation to post-graduation licensure hours?**

It remains under the purview of the [Texas Behavioral Health Executive Council](#) (BHEC) and the licensing boards (LPC and LMFT) to accept and approve hours submitted by the student. We suggest students keep their own *permanent* file of all practicum and internship documentation in case you move to a different state and need to reapply for a new license or certification. Keep in mind that university retention policies limit documents to be kept by the program for 7 years.

**NOTE:** You must turn in all three Practicum/Internship Documentation Forms (1 from Clinical Practicum, 2 from Internship semesters) with your application to the licensing board. The licensing board will determine if and how excess graduate hours count toward the required 3,000 hours. Review LMFT rules related to the

counting of excess practicum/internship hours.

➤ **Will hours in career counseling count toward the required hours toward licensure?**

Yes. Career counseling is one aspect of professional counseling, so the hours are not differentiated. All graduate internship hours required for course completion and licensure must be taken as a student and documented.

➤ **If I am on the School Counseling track, are there additional courses that I must take to apply for the LPC Associate license after graduation?**

Rules implemented on 8/1/2017 impacted the School Counseling track. According to LPC Board rules: (§681.82 Persons applying for licensure must have a planned graduate program in counseling with 60 semester hours with §681.83 the following courses to meet the 60-hour requirement shall include: (1) addictions counseling; (2) counselor ethics; (3) couples, marriage, or families; and (4) a course in psychopathology to include criteria of psychiatric diagnosis and use of current DSM.) Look at the school degree plans closely to ensure you are on the degree track that will meet these requirements, in conjunction with advising from your assigned faculty advisor.

➤ **What is considered a full-time and half-time course load for the Program?**

Nine credit hours (three courses) is considered full time during the long semesters (Fall and Spring). Students must get permission from their Faculty Advisor (who will pass it along to the Program Coordinator) to take twelve credit hours. Half time enrollment is six credit hours. Summer full time enrollment is six hours.

➤ **How long does it take to complete the Counseling Program?**

Depending on number of courses taken each semester, completion of required experience hours in clinical courses, flexibility in schedule, and availability of classes, the date of completion can vary from student to student. The usual completion timeline is three years. Meeting with your Faculty advisor early in your program can help to determine a projected or estimated degree completion date.

➤ **When I have a name or address change, whom do I contact?**

You should make two calls to report this change: one to the Graduate College, and the other to the Professional Counseling Program. Accurate records must be maintained in each office.

➤ **Will a felony or misdemeanor conviction prohibit me from entering the program?**

The program does not screen for convictions. However, as noted and further explained in the Informed Consent at Application, the licensing and certification agencies require disclosure of felony or misdemeanor convictions, and these could disqualify you from earning a license or certification. See the following link for the Application for Criminal History Evaluation procedures that should be addressed and started before beginning in the Professional Counseling Program: <https://www.bhec.texas.gov/forms-and-publications/index.html>

➤ **Can I be on a "dual track" in the program for future licensure purposes?**

**There is no dual track or double major.** The degree offered is in Professional Counseling with different concentrations (CMHC, MCFC, or School). Degree completion is based on the selected emphasis area (only one can be selected).

If you are planning to pursue both LMFT Associate and LPC Associate licensure after graduation, the best way to meet the academic requirements is through the MCFC concentration. In addition to completing the MCFC degree plan courses, you would also have to take COUN 5344 Introduction to Addictions Counseling to pursue both licenses after graduation. COUN 5344 would not be covered by financial aid since it is not on the MCFC degree plan. It is part of the CMHC degree plan and is required for LPC Associate licensure.



As far as Internship, you would have to focus on earning the required relational hours for MCFC, and those hours will count toward the necessary licensure requirements for both licenses.

Pursuing the CMHC concentration would provide the academic requirements to only apply for LPC Associate licensure after graduation. The internship experience for the CMHC concentration would not qualify for LMFT Associate licensure requirements.

➤ **Can I use LPC or LMFT to indicate which concentration I am working toward?**

No. The accurate designation is Counseling Student, followed by CMHC, MCFC, or SC degree concentration. When completing Clinical Practicum and Internship, students can use *Counseling Intern*. The use of LPC or LMFT is not appropriate at this stage because it indicates the individual is 'licensed'. There is no such thing as "LPC student" or "LMFT student." Licensure can only be claimed once the LPC Associate or LMFT Associate license has been officially issued by the Texas Behavioral Health Executive Council.



## **Post-Graduate Licensure**

Students are responsible for reading and understanding LPC Board and LMFT Board application procedures, maintaining paperwork needed for licensure applications throughout their graduate program, and submitting all application materials to the licensing Board(s) after graduation.

### **Licensed Professional Counselor Associate (LPC Associate)**

All of the emphases in the M.A. with a major in Professional Counseling meet the current academic requirements needed to apply for LPC Associate licensure through the [Texas State Board of Examiners of Professional Counselors](#).

LPC rules enacted in 2017 impact School Counseling and MCFC emphasis students. According to revised LPC Board rules:

- §681.82 Academic Requirements (a) Persons applying for licensure must have a graduate degree in counseling ... (2) at least 60 semester hours of coursework for applicants who began the qualifying program on or after August 1, 2017.
- §681.83 Academic Course Content (d) As of August 1, 2017, the following courses must be taken in addition to those outlined in subsection (b): (1) addictions counseling; (2) counselor ethics; (3) couples, marriage, or family counseling; and (4) a course in psychopathology.

### **Licensed Marriage and Family Therapist Associate (LMFT Associate)**

The Marriage, Couple, and Family Counseling emphasis meets the current academic requirements needed to apply for LMFT Associate licensure through the [Texas State Board of Examiners of Marriage and Family Therapists](#), as well as academic requirements to apply for LPC Associate through the [Texas State Board of Examiners of Professional Counselors](#).

### **Documentation for Licensure Applications: LPC and LMFT**

Submit the following documents:

- Practicum Documentation forms: one form for Practicum and one form for each Internship semester, documented and signed by the appropriate professors and maintained by each student. Practicum/Internship hours should be documented according to LPC and LMFT requirements (see respective websites for documentation requirements).
- A copy of the final transcript showing the master's degree in counseling has been conferred.

- **For LPC Associate Applicants:** Documentation from the National Board for Certified Counselors demonstrating that the student has passed the National Counselor Examination (NCE) prior to graduation OR student must contact LPC Board to get approval to take the NCE.
- **For LMFT Associate Applicants:** You will apply to take the MFT Exam when you complete the LMFT initial application after you graduate. See the MFT Board website for more info.

**It is strongly recommended that all students retain their own permanent files regarding licensure documentation. Due to University retention record limits, the program does not retain licensure records past 7 years after the student’s graduation. Official transcripts can be requested via the University Registrar indefinitely.**

**State Licensure Boards:**

[Texas Behavioral Health Executive Council](#)

[Texas State Board of Examiners of Professional Counselors](#)

[Texas State Board of Examiners of Marriage and Family Therapists](#)



## School Counseling Certification

### School Counseling TExES Examination

To become certified as a Professional School Counselor in Texas, students in the school counseling concentrations are required to complete the courses outlined in a degree plan or deficiency plan, to successfully pass the state TExES 252 exam for school counselors. All coursework for certification must be completed before students are allowed to take the TExES 252 exam. Students must have taken and passed COUN 5338 (Advanced Issues in School Counseling) and meet Texas State departmental requirements prior to receiving approval to take the TExES 252 exam. After requirements are met, the student will apply for test approval through the Office of Educator Preparation (OEP) by following the instructions provided here:

<https://www.education.txstate.edu/oep/current/professional-certification.html>

**NOTE:** For verification purposes, ALL identification information MUST REMAIN CONSISTENT between SBEC/TEA and ETS. You will be required to show your driver’s license or similar photo ID upon your arrival at the test site.

*After all certification requirements have been completed,* students should submit the following to the Deficiency Plan Coordinator for permanent certification as a Certified School Counselor (CSC):

- A copy of an official service record (or letter from principal or superintendent on letterhead stationery showing years worked, number of days per year worked, and capacity of service, e.g., classroom teacher)
- A copy of a final transcript showing master’s degree awarded.

On 6/2/2023, the Governor of Texas signed Senate Bill 798, amending the Texas Education Code effective September 1, 2023. Sec. 21.0462 was amended to include the law’s requirements that the qualifications for certification as a school counselor may not include a requirement that a candidate for certification have experience as a classroom teacher. Prior to the passage of this law, two years of teaching experience as the teacher of record in a public, charter, or accredited private PK-12 school was required for School Counselor Certification.

If you have questions about the TExES 152 or certification as a school counselor, contact the School Counseling Track Liaison, Dr. Jennifer Greene-Rooks at [jhg45@txstate.edu](mailto:jhg45@txstate.edu).



## **National Counselor Certification and NCE**

The National Counselor Exam (NCE) is a 200-item multiple choice examination designed to assess knowledge and skills important for providing effective counseling services. Passing the NCE is a requirement for LPC licensure in many states, including the State of Texas. Students can choose to take the NCE before or after graduation. If you choose to take it while in the counseling program, you are applying to become a National Certified Counselor (NCC) and along with that, can take the NCE. If you choose to take the NCE after graduation, you will apply to take the NCE through the LPC Board. ***See the program website for more information about the difference between these two options:*** <https://www.txstate.edu/clas/Professional-Counseling/current-students/NCE.html> ***Note:*** Students do not have to take the NCE to graduate. It is not the comprehensive exam.

### **Program Requirements for NCC Eligibility**

Our program requirements for students to be eligible to apply for the NCC credential and take the NCE include:

- Students are degree-seeking counseling students and have passed the CPCE exam\*.

**\*CPCE clarification** - If you have not yet taken the CPCE, but plan to take it three or more months prior to the NCE, you can complete the NCC Sign Up application. Texas State must be able to confirm that you passed the CPCE several months before the NCE due to NBCC application due dates for participating universities. An example of this is if you plan to take the CPCE in September, you could not sign up to take the NCE in October, but you could sign up to take the NCE in April.

### **NCC Application Process**

If you meet program requirements for NCC eligibility, sign up to take the NCE during NCE sign up times listed on the Texas State University Professional Counseling NCE website at:

<https://www.txstate.edu/clas/Professional-Counseling/current-students/NCE.html>

### **National Certified Counselor (NCC) Credential**

The National Certified Counselor (NCC) is a voluntary credential that identifies to members of the public and prospective employers that you have met national certification standards based on research conducted in the field. The NCC is not a clinical license, so students cannot practice with an NCC credential. Students must hold licensure as an LPC or as an LPC Associate, under the supervision of an LPC-Supervisor, to practice counseling within the State of Texas.

The NCC credential can be an effective profile booster in your job search. As a credential holder, you can use the NCC designation on your résumé and business cards. In addition, you will have access to various professional resources, product discounts and professional liability insurance discounts. To hold the NCC, you must have a qualifying master's or doctoral degree, pass a national exam, meet experience and supervision requirements, adhere to a strict code of ethics, and participate in continuing education activities.

### **Questions?**

If you have questions about the NCE, you can contact Licensure Exam Coordinator or NBCC at [nbcc@nbcc.org](mailto:nbcc@nbcc.org).

NBCC also offers a Student Information page to provide additional resources to students: [NBCC Student Information](#)



## **Additional Training Areas**

## Play Therapy

Are you interested in becoming a Registered Play Therapist (RPT)? Our program offers many resources for you to work towards becoming an RPT. Requirements to be a Registered Play Therapist (RPT) include 150 hours of play therapy training. COUN 5369 counts as 50 training hours; COUN 5373 and COUN 5381 count as 67.5 training hours each. You can earn additional training hours by attending APT-approved workshops, such as trainings offered through the Texas State University [Institute for Play Therapy](#) (IPT). The mission of IPT is to offer quality play therapy training to encourage play therapy networking, research, and resources. Check out upcoming seminars at the IPT website!



In order to become an RPT, you will also be required to have supervised play therapy experience after you graduate (your RPT hours can also count toward licensure as long as your supervisor is qualified to supervise both kinds of hours). Consult the [Association for Play Therapy \(APT\) website](#) for specific requirements on becoming an RPT.

## Animal-Assisted Counseling

The Texas State University [Animal-Assisted Counseling \(AAC\) Academy](#) is a professional training program that promotes the human-animal bond through the study and practice of animal-assisted counseling and play therapy. The mission of the AAC Academy is to provide quality training in animal-assisted counseling that improves the well-being of children and families through positive human-animal interactions. The AAC Academy offers a series of intensive workshops for graduate students and professionals to earn certification in animal-assisted counseling.



**Animal-Assisted  
Counseling Academy**  
TEXAS STATE UNIVERSITY

*Where Pawsitive Learning Begins*

The AAC Academy uses a cohort design, meaning that participants who plan to complete the whole program are invited to participate and go through the program together. Steps to AAC Certification involve the following:

- – Prerequisite: Canine Good Citizen Certification (should be completed before applying to the AAC Academy)
- Intro to AAC training or COUN 5380 –Intro to AAC online course
- Intermediate Methods in AAC,
- Practicum in AAC training
- AAC Supervision – including 10 hours of online supervision and 100 hours of direct AAC hours with clients

In the fall and spring, the AAC Academy offers several AAC Academy Interest Meetings. In these online meetings, Dr. Hartwig will review the certification process and answer any questions that participants have about the program. Feel free to sign up for one of these meetings. Students can also check out the AAC Academy website, which provides information on dates of the program, training fees, and information on how to apply. If you have any other questions about the program that are not covered on the website, feel free to contact the AAC Director, [Dr. Elizabeth Kjellstrand Hartwig](#).



## **Professional Counseling & Advocacy Associations**

Students are encouraged to become advocates for the counseling profession by becoming involved in professional organizations at the national, regional, state, and local levels.

## **American Counseling Association**

The national organization representing professional counselors is the American Counseling Association (ACA). An important function of ACA is to lobby for legislation that benefits the counseling profession, counseling professionals and, thereby, the community at large. Another important function of ACA is to provide professional development, such as the ACA Annual Convention, as well as forums for the discussion of counseling-related issues. Publications you will receive as an ACA member include the monthly newspaper, *Counseling Today*, and the quarterly journal, the *Journal of Counseling & Development*. Materials (e.g., posters, mugs, membership plaques, etc.) are also available to assist the members in developing awareness of counseling and advocating for the profession in the community. Divisions are also available depending upon your area of interest or specialization. More information can be found on the ACA website. Website: [www.counseling.org](http://www.counseling.org)

## **American Association for Marriage and Family Therapy**

The American Association for Marriage and Family Therapy (AAMFT) is the professional association representing those in the field of marriage and family therapy. The purpose of AAMFT includes research, theory development, and education with regards to marriage and family therapy. Every year, the AAMFT hosts an annual conference and provides avenues to obtain continuing education hours required for continued certification. As a member of AAMFT, members receive journals and other publications, such as the *Journal of Marital and Family Therapy* and the *Family Therapy Magazine*. The AAMFT also publishes brochures and pamphlets that provide information about marriage and family therapy to the public. Also, AAMFT offers products to promote professional development. These items include videotapes, books, and brochures. Website: [www.aamft.org](http://www.aamft.org)

## **International Association of Marriage and Family Counselors**

The International Association of Marriage and Family Counselors (IAMFC) is a division of the ACA that embraces a multicultural approach in support of the worth, dignity, potential, and uniqueness of the families we serve. IAMFC members help develop healthy family systems through prevention, education, and therapy. This organization promotes excellence in the practice of couples and family counseling by creating and disseminating first-class publications and media products, providing a forum for exploration of family-related issues, involving a diverse group of dedicated professionals in our activities, and emphasizing collaborative efforts. Website: <http://www.iamfconline.org/>

## **American School Counselor Association**

The American School Counselor Association (ASCA) promotes professional development and ethical behavior among professional school counselors and school counseling students throughout the nation. ASCA works to fulfill its goals through advocacy and professional development. The benefits of ASCA include professional development opportunities, publications that give members updated information in the field of school counseling, and networking with other school counseling professionals and students majoring in school counseling. Website: [www.schoolcounselor.org](http://www.schoolcounselor.org)

For state involvement, see: Website: [Texas School Counselor Association https://txca.org/tsca](https://txca.org/tsca)

## **Texas Counseling Association**

The Texas Counseling Association (TCA) is one of the 56 branches of ACA and represents counseling professionals in the State of Texas interested in advocacy, lobbying, and the general promotion of the counseling profession. By joining TCA, you will receive the TCA journal and become eligible for professional liability insurance at affordable cost. Your dues provide TCA with the opportunity to lobby on behalf of both counselors and the counseling profession. For example, TCA was largely responsible for school counselors being included in the \$3,000 raise for teachers in the spring of 1999. TCA also provides invaluable legal advice on professional and personal matters to all TCA members. There are also local chapters of TCA

throughout the state. The Capital of Texas Counseling Association is located in Austin, and the South Texas Counseling Association serves the region surrounding San Antonio. You may call the TCA office for information on your local chapter membership brochures. Website: [www.txca.org](http://www.txca.org)

### **Association for Play Therapy**

The Association for Play Therapy (APT) is a professional organization which advocates for and sets standards for the field of play therapy. It credentials play therapists through their Registered Play Therapist (RPT) and Registered Play Therapist-Supervisor (RPT-S), and Registered Play Therapist in School Counseling (SB-RPT) programs. Members of APT enjoy benefits such as publications, professional development opportunities, research opportunities, and networking opportunities with others who support the goals of play therapy. APT members receive the Play Therapy Magazine, and the quarterly journal, the International Journal of Play Therapy. APT provides professional development opportunities through APT-approved CE provider trainings and the APT annual international conference. APT also provides awards that recognize outstanding members of APT in the profession of play therapy. Website: [www.a4pt.org](http://www.a4pt.org)

For state involvement, see: Website: [Texas Association for Play Therapy](http://Texas Association for Play Therapy) <https://txapt.org>



## **Professional Counseling Program Student Organizations**



### **Chi Sigma Iota International Honor Society**

Chi Sigma Iota is an international honor society comprised of graduate students and professionals in counseling. The mission of Chi Sigma Iota, “is to promote scholarship, research, professionalism, leadership and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the profession of counseling”.

Sigma Tau Sigma is the CSI chapter at Texas State University. Member benefits of CSI include:

- **Events** designed to promote the professional development of members and opportunities to network with colleagues and professionals in the community.
- **Information** relevant to the counseling field through the *Exemplar*, the informative and scholarly international newsletter distributed to all members from CSI headquarters.
- **Local chapter info** through web site, membership meetings, emails, and newsletters.
- **Recognition** as an academically outstanding professional counseling student.
- **Connection** to alumni of Texas State through their membership and participation.

**Students eligible to join Chi Sigma Iota will be invited to apply for membership.**

Chi Sigma Iota website: [www.csi-net.org](http://www.csi-net.org)

Chi Sigma Iota – Sigma Tau Sigma Chapter Email: [CSISigmaTauSigma@txstate.edu](mailto:CSISigmaTauSigma@txstate.edu)

Website [http://csi-net.org/group/sigma\\_tau\\_sigma](http://csi-net.org/group/sigma_tau_sigma)



### **Counselors for Social Justice-Texas State University (CSI-TSU)**

Counselors for Social Justice-Texas State University is a community of graduate students and counselor educators who seek equity and an end to oppression and injustice affecting clients, students, counselors, families, communities, schools, workplaces, governments, and other social and institutional systems. For those interested in social justice issues, you are welcome join this organization of like-minded counselors and counselors-in-training.

Webpage: <https://counselorsforsocialjusticetx.org/>

Facebook page: <https://www.facebook.com/groups/TexasStateCSI>

Twitter: <https://twitter.com/CSJTxSt>

Instagram: <https://www.instagram.com/txstcsj/>



## **Frequently Used Phone Numbers and Websites**

<b>Office/Contact</b>	<b>Phone #</b>	<b>Website</b>
Alkek Library	512-245-2686	<a href="https://www.library.txst.edu">https://www.library.txst.edu</a>
LGBTQIA+ Alliance		<a href="https://www.hr.txst.edu/alliance/resources.html">https://www.hr.txst.edu/alliance/resources.html</a>
Bobcat Shuttle	512-245-5555	<a href="https://www.shuttle.txst.edu">https://www.shuttle.txst.edu</a>
Campus Recreation	512-245-2940	<a href="https://www.campusrecreation.txst.edu">https://www.campusrecreation.txst.edu</a>
Career Services	512-245-2645	<a href="https://www.careerservices.txst.edu">https://www.careerservices.txst.edu</a>
CATSWEB (Registration)		<a href="https://www.catsweb.txst.edu">https://www.catsweb.txst.edu</a>
Counseling Center for Texas State students	512-245-2208	<a href="https://www.counseling.txst.edu">https://www.counseling.txst.edu</a>
Disability Services Office	512-245-3451	<a href="https://www.ods.txst.edu">https://www.ods.txst.edu</a>
Division of Student Success	512-245-2152	<a href="https://www.studentsuccess.txst.edu">https://www.studentsuccess.txst.edu</a>
Financial Aid & Scholarships	512-245-2315	<a href="https://www.finaid.txst.edu">https://www.finaid.txst.edu</a>
Graduate College	512-245-2581	<a href="https://www.gradcollege.txst.edu">https://www.gradcollege.txst.edu</a>
IT Assistance Center	512-245-4822	<a href="https://itac.txst.edu/contact.html">https://itac.txst.edu/contact.html</a>
LBJ Student Center	512-245-8686	<a href="https://www.lbjsc.txst.edu">https://www.lbjsc.txst.edu</a>
Student Business Services	512-245-2544	<a href="https://www.sbs.txst.edu">https://www.sbs.txst.edu</a>
Non-Traditional Student Organization	512-245-4923	<a href="https://ntso.studentinvolvement.txst.edu">https://ntso.studentinvolvement.txst.edu</a>
Parking Services	512-245-2887	<a href="https://www.parking.txst.edu">https://www.parking.txst.edu</a>
Registrar's Office (Ordering transcripts)	512-245-8978	<a href="https://www.registrar.txst.edu">https://www.registrar.txst.edu</a>
Round Rock Campus	512-716-4001	<a href="https://www.rrc.txst.edu">https://www.rrc.txst.edu</a>
Student Health Center	512-245-2161	<a href="https://www.healthcenter.txst.edu">https://www.healthcenter.txst.edu</a>
Student Involvement & Engagement	512-245-3219	<a href="https://getinvolved.lbjsc.txst.edu">https://getinvolved.lbjsc.txst.edu</a>
University Writing Center	512-245-3018	<a href="https://www.writingcenter.txst.edu">https://www.writingcenter.txst.edu</a>