The University of Texas at Austin

Counselor Education Student Handbook

2015-2016

Department of Educational Psychology

College of Education

The University of Texas at Austin

George I. Sanchez Building, 504

Austin Texas, 78712-1296

(512) 471-4409
# Table of Contents

*Standards for the Counselor Education Program* ................................................................. 1-14

*Student Protections* ................................................................................................................. 15-17

*Overview of Counselor Education Program of Work* .......................................................... 18-23

*Master’s Report* ....................................................................................................................... 24-25

*Counselor Education Practicum Guidelines* ........................................................................... 26-31

*Practicum Sites* ......................................................................................................................... 32-45

*Sample Timeline* ...................................................................................................................... 46-48

*FAQ's* ....................................................................................................................................... 47-54
Standards for the Counselor Education Program

Introduction

Beginning August 2006, these standards apply to all students enrolled in the Counselor Education program at The University of Texas at Austin.

Because of the nature of the counseling field, students in the Counselor Education Program are expected to meet both academic and professional standards that are linked to their abilities to become effective counseling professionals. These standards are outlined in the Handbook so that students and faculty can be clear about expectations for academic and professional performance, as well as procedures to address concerns. The ultimate goal of the standards is to help students have a successful experience and to prepare for their transition into the counseling profession.

Since becoming a professional counselor is a gradual process, these standards are considered to be a part of a developmental process. Instructors and supervisors, along with program coordinators, will assess student academic performance to determine if standards are being met during a student’s educational career.

Professional judgment is the capacity to assess a situation by applying the values and knowledge of the Counselor Education program, combined with a professional’s own experience and practice wisdom. It also represents the application of knowledge, values, and skills to making decisions in a helping process.

All the Counselor Education program students will be provided with and expected to read the Standards for the Counselor Education program.

2.0

Criteria for Evaluating Academic Performance

In order to meet its responsibilities to provide quality professional education and to ensure that its graduates are able to function in a broad variety of professional situations, faculty members of the Counselor Education program evaluates the academic performance of its students in four general
areas:
  Basic Abilities to Acquire Professional Skills
  Mental and Emotional Abilities
  Professional Performance Skills
  Scholastic Performance.

Meeting the criteria for scholastic achievement is necessary but not sufficient to ensure continued enrollment in a program. Both professional behavior and scholastic performance comprise academic standards.

2.1

Basic Abilities Necessary to Acquire Professional Skills

2.1.1 Communication Skills
Demonstrates sufficient written and oral skills to comprehend information and communicates ideas and feelings.

a) Written: Writes clearly, uses correct grammar and spelling, and applies appropriate writing style, including American Psychological Association (APA) referencing, appropriate source citation, and documentation. Demonstrates sufficient skills in written English to understand content presented in the program and to complete adequately all written assignments, as specified by faculty.

b) Oral: Communicates effectively and sensitively with other students, faculty, staff, clients, and professionals. Expresses ideas and feelings clearly and demonstrates a willingness and an ability to listen to others. Demonstrates sufficient skills in spoken English to understand content presented in the program, to complete adequately all oral assignments, and to meet the objectives of field placement experiences, as specified by faculty.

2.1.2 Interpersonal Skills

Demonstrates the interpersonal skills needed to relate effectively to other students, faculty, staff, clients, and professionals and to fulfill the ethical obligations of the profession. These include developmental maturity, compassion, empathy, altruism, integrity, and demonstration of respect for and consideration of others. Takes appropriate responsibility for own actions and considers the impact of these actions on others.

2.1.3 Cognitive Skills

Exhibits sufficient knowledge of the Counselor Education program and clarity of thinking to process information and apply it to appropriate situations in classroom and field. Demonstrates grounding in relevant social, behavioral and biological science knowledge and research—including knowledge and skills in relationship building, data gathering, assessment, intervention, and evaluation of practice. Exhibits ability to conceptualize and integrate knowledge and apply that knowledge to professional practice.
2.1.4 Physical Skills

Exhibits sufficient motor and sensory abilities to attend and participate in class and practicum placement, with or without accommodations. (See section on Accommodations for Disabilities for clarification.)

2.2
Emotional and Mental Abilities Necessary for Performance in the Program and Professional Practice

2.2.1 Stress Management

Demonstrates the ability to deal with current life stressors through the use of appropriate coping mechanisms. Students will handle stress effectively by using appropriate self-care and developing supportive relationships with colleagues, peers, and others.

2.2.2 Emotional and Mental Capacities

Uses sound judgment. Seeks and effectively uses help for medical or emotional problems that interfere with scholastic and professional performance. They will engage in counseling or seek out support and help if personal problems, psychosocial distress, substance abuse, or mental health difficulties do any of the following:
o Compromise scholastic and other performance,
o Interfere with professional judgment and behavior, or
o Jeopardize the best interests of those to whom the Counselor Education program student has a professional responsibility (as outlined in relevant codes of ethics, including those of the American Counseling Association (ACA)).

2.3
Professional Performance Skills Necessary for Work with Clients and Professional Practice

2.3.1 Professional Commitment

Exhibits a strong commitment to the goals of the Counselor Education program and to the ethical standards of the counseling profession, as specified in the ACA Code of Ethics. Students will demonstrate a commitment to the essential values of the Counselor Education program that include the respect for the dignity and worth of every individual and his/her right to a just share of society’s resources (social justice).
2.3.2 Professional Behavior

Exhibits behaviors that are in compliance with program policies, institutional policies, professional ethical standards, and societal laws in classroom, field, and community.

Appearance, dress, and general demeanor reflect a professional manner. Shows potential for responsible and accountable behavior by knowing and practicing within the scope of counselor education, respecting others, being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, keeping appointments or making appropriate arrangements, and accepting supervision and criticism in a positive manner. Students will work effectively with others, regardless of level of authority. Advocates for him or herself in an appropriate and responsible manner and uses proper channels for conflict resolution. Shows a willingness to receive and accept feedback and supervision in a positive manner, as well as use such feedback to enhance professional development.

2.3.3 Self Awareness

Exhibits knowledge of how one’s values, attitudes, beliefs, emotions and past experiences affect thinking, behavior and relationships. Accurately assesses one’s own strengths, limitations, and suitability for professional practice. Shows awareness of self and how one is perceived by others. Reflects on one’s own limitations as they relate to professional capacities. Is willing to examine and change behavior when it interferes in working with clients and other professionals.

2.3.4 Ethical Obligations

Current behavior and classroom performance demonstrate adherence to the ethical expectations and obligations of professional practice, noted in the ACA Codes of Ethics. Ethical behaviors include:

- Adherence to the ACA Code of Ethics.
- No history of charges and/or convictions of an offense that is contrary to professional practice.
- Systematic evaluation of clients and their situations in an unbiased, factual way. Suspension of personal biases during interactions with others.
- Comprehension of another individual’s way of life and values. Empathic communication and support of the client as a basis for a productive professional relationship.
- Appreciation of the value of diversity. Effective and nonjudgmental relation to and work with others who are different from oneself. Appropriate service to all persons in need of assistance, regardless of the person’s age, class, race, religious beliefs, gender, disability, sexual orientation, and/or value system. No imposition of personal, religious, sexual, and/or cultural values on clients.
Demonstration of respect for the rights of others. Commitment to clients’ rights to freedom of choice and self-determination.

- Maintenance of confidentiality as it relates to human service, classroom activities, and field placement.

- Demonstration of honesty and integrity by being truthful about background, experiences, and qualifications; doing one’s own work; giving credit for the ideas of others; and providing proper citation of source materials.

- Demonstration of clear, appropriate, and culturally sensitive boundaries. Does not sexually harass others; make verbal or physical threats; become involved in sexual relationships with clients, supervisors, or faculty; abuse others in physical, emotional, verbal, or sexual ways.

- Demonstration of clear and appropriate professional boundaries by not participating in dual relationships where conflicts of interest may exist. Avoids dual relationships through communication systems such as social networking sites.

2.3.5 Statement of Diversity
Practices within the scope of the diversity statement for the Counselor Education program which states:
As counselor educators and counselor education students, we place a high priority on the development of multicultural competence in our faculty and students. We stress the importance of developing personal awareness of one’s own culture and one’s biases which may stem from experiences in a society that has perpetuated inequities based on group membership. We therefore provide training, experiences, and practice that help all members of our learning community develop knowledge and skills to provide counseling that meet the needs of all of our clients. Students in the Counselor Education program will be expected to develop these competencies in working with all groups, even if the group is unfamiliar or represents a value conflict for the counselor in training. We support the American Counseling Association Ethics Code that states, “Counselors do not condone or engage in discrimination based on age, color, culture, disability, ethnic group, gender, race, religion, sexual orientation, marital status, or socioeconomic status” (ACA Ethics Code, A.2). We recognize that becoming multiculturally competent is a life-long process and encourage our faculty and students to maintain a focus on cultural competence throughout their careers. Students are expected to promote a commitment to addressing social inequities.

2.4 Scholastic Performance
Students are evaluated in the Counselor Education program with formal coursework, through supervisor evaluations while on practicum, and by supervisors of the master’s report. The Counselor Education faculty will consider feedback from these various sources. Students' performance in all aspects of the program, including courses, practica, master’s reports, relationships with faculty and students, and professional conduct will be discussed whenever indications of concerns or need for
improved performance are encountered. Students will be given feedback about areas of concern. Corrective action, such as academic probation, may be taken if students exhibit unsatisfactory progress in the program and will automatically be taken under the following conditions:

- A student receives a C, or no credit, in any class in her or his program of work. Probation for a no credit grade is automatic only in the case of organized classes. In the case of no credit for individual instruction courses, the program faculty will place a student on probation if the no credit resulted from unsatisfactory performance by the student.

- A student receives an unsatisfactory evaluation from a practicum supervisor or practicum seminar instructor.

- A student’s master’s report supervisor has serious concerns about the student’s lack of progress or ability to complete the master’s report.

Students being considered for academic probation will be given feedback via the Three Levels of Review (see p. 9).

2.5 Sources of Information for Academic Performance Criteria

Information about students meeting academic performance criteria in the Counselor Education program may include but is not limited to the following:

- Feedback or reference letters from faculty, work supervisors, or supervisors of volunteer human service activity or other practica.

- Feedback from agency-based field instructors.

- Observation of classroom, volunteer, or field behaviors.

- Performance in oral and written assignments, examinations, the Counselor Education program skills labs, or other appropriate coursework.

- Student personal statements or self-assessments.

- Interviews with faculty or other professionals.

- Taped interview situations (audio or video).

- Feedback from students, staff, university (UT or other colleges and universities), helping professionals, or community.

- Feedback from faculty in other programs that students may have attended.

2.6
Accommodations for Disabilities

No otherwise qualified student shall, on the basis of disability, be subjected to discrimination or excluded from participation in the program. A student with a disability may be protected by the Americans with Disabilities Act (ADA) and be eligible for a reasonable accommodation that will provide an equal opportunity to meet the academic criteria required for successful completion.

Any otherwise qualified student with a protected disability who requests a reasonable accommodation must notify the Office of Students with Disabilities and provide documentation as needed. The Office of Students with Disabilities makes recommendations for accommodations. Faculty members of the Counselor Education program will review academic performance criteria in light of individual student circumstances to explore issues of appropriateness and accommodation. An initial assessment, subsequent plan, use of outside experts (including the Office of Students with Disabilities), and periodic checks between the Counselor Education program and the student are appropriate courses of action in making accommodations.

3.0

Policies and Procedures for Review of Academic Performance

Three levels of review can occur at the Counselor Education program in reviewing student’s academic performance. The level of review depends upon the potential severity of the concern. Information disclosed during student meetings with faculty, program coordinators, or school administrators will not be kept confidential if the information raises concerns about professional performance. Faculty and/or program coordinators will share pertinent information with each other for the professional purpose of identifying student issues and enhancing problem solving about the concerns. They will follow university procedures related to student performance issues.

3.1

Performance that May Result in a Review, Academic Probation, and/or Possible Dismissal From the Counselor Education program

Student reviews can occur under any of the following circumstances:
- Failure to meet or maintain academic requirements as stated under Scholastic Performance.
- Scholastic dishonesty, including cheating, lying, plagiarism, collusion, falsifying academic records, or any act designed to give unfair academic advantage to the student (Faculty must adhere to university guidelines. For complete University policy and procedures, see General Information Bulletin, Appendix C, Section 11-802.).
- Behavior judged to be in violation of the current codes of ethics.
- Any threat or attempt to harm oneself or someone else.
- Commission of a criminal act that is contrary to professional practice, occurring during the course of study or occurring prior to admission to the program and becoming known after admission.
- Consistent pattern of unprofessional behavior
3.2
The Three Levels of Review

Level 1
A Level 1 review involves a faculty member and a student. When a faculty member has concerns about a student enrolled in the Counselor Education program meeting any of the academic criteria, whether related to professional behavior or scholastic performance, the concerned faculty member will:

1. Discuss those concerns directly with the student and seek to work with the student to resolve the difficulties.
2. Apprise the program director of the concerns in order to identify potential patterns and issues related to the student.
3. Document dates and content of meetings with students.

If a problem arises in field, the agency-based field instructor (practicum supervisor) will discuss concerns directly with the student and with the faculty liaison. It is the responsibility of the faculty liaison to apprise the appropriate coordinator of the concerns.

In many instances, meetings between faculty and students resolve the concerns and do not necessarily lead to further reviews, pursuant to this section. Typically, a Level 1 review will result in corrective feedback to the student, either informally or through written feedback. Academic probation is not usually a consequence of a Level 1 review.

Level 2
A Level 2 review involves the faculty member, student, and program director. Faculty and program director will meet with the student when the student is not meeting or following program or university standards, policies, and procedures or when concerns have not been resolved at Level 1. If a problem arises in a practicum setting, the agency-based field instructor and faculty practicum instructor will conduct the review with the student.

In this information gathering process, the program director will determine the nature of the concern and gather sufficient information to develop a plan to address that concern, if one is needed. No further action may be required, or the student may be asked, in writing, to modify his or her behavior and/or seek appropriate help. This process is designed to assist students in dealing with identified concerns that have an impact on their performance.

A Level 2 review may result in a student being placed on academic probation by the counseling faculty, particularly in the case of problems described in Section 2.4 Scholastic Performance (i.e., receiving a grade of C or lower, unsatisfactory evaluation on practicum, significant problems in developing a master’s report). When a student is placed on academic probation, they will receive written feedback about the reasons for being placed on probation, the length of the probation, and the criteria for lifting probation.

Whether or not a Level 2 review results in a student being placed on academic probation, the
program director will assess the nature of these concerns with appropriate faculty, consult with the graduate advisor and with the program chair, maintain documentation, and decide if it is necessary to conduct a more comprehensive review, pursuant to Level 3.

**Level 3**

A Level 3 review involves the faculty member, student, program director, and other faculty who have had direct experience with the student in classroom or field. Generally, this level of review is called when problematic patterns are identified with students or when the issues are serious enough to require formal consultation with other faculty and the student. A Level 3 review more often is conducted when concerns have not been resolved in prior reviews; when issues related to a student not meeting the criteria for academic performance (often involving professional or ethical behaviors); when the student has not met the conditions of academic probation; or when the student is being considered for withdrawal or discontinuance in the program.

In most instances, a Level 3 review is sufficient to deal with student performance and is the last decision-making step in the review process at the Counselor Education program.

When a Level 3 review is called, the program director will convene a meeting with the appropriate faculty and the student to gather information, determine the nature of the problem (if one is confirmed to exist), and identify alternatives for its remediation. Appropriate faculty to be involved in a review will include but are not limited to those who have direct knowledge of and experience with the student.

The student will be notified in writing of the concerns and meeting date, with sufficient time to prepare for and attend the meeting.

After the review meeting has occurred, the program director will consult with the chair of the Educational Psychology Department and/or the graduate advisor to discuss the problem situation and make recommendations regarding the student. Based on this review and conference, and an objective assessment of the information provided, the graduate advisor and the program director will inform the student of the decisions, which can include one or more of the following actions:

- **Continue the student in the program with no conditions.** In these situations, the concern has been addressed and no further action by the student or program is required.

- **Establish formal conditions for the student's continuance in the program.** In these situations, specific conditions must be met in order for the student to remain in the program. Action may include establishing goals, a plan, a timeline, and appropriate monitoring; providing mentoring and support; placing the student on probation and monitoring the student during the probationary period; referring the student to counseling and/or advising services; allowing the student to follow a reduced course load or delay entry to the field practicum; or requiring the student to withdraw from the program with the option of reapplying.
o Consult with and/or refer to the Dean of Students. In some instances, depending on the nature of the problem, the University's Office of the Dean of Students may be consulted. If a referral is made to that office after consultation, the student will be notified in writing about the nature of the concern and the fact that the referral is taking place. Examples of situations that may result in referral to the Office of the Dean of Students include scholastic dishonesty, hazing, racial or sexual harassment, possession or use of firearms or other weapons on University property, damage or destruction of University property, and conduct that endangers the health or safety of any University student, employee, or campus visitor.

o Counsel the student to change majors/degree programs and/or discontinue the student in the program. In some situations, it will be recommended that the student no longer continue in the Counselor Education program. The student will be counseled to voluntarily change majors or degree programs. If that does not occur, the student will be discontinued from the program. In either case, the student will be provided with documentation regarding the specific reasons for their dismissal and the conditions, if any, under which they may re-apply.

In any Level 3 review, there must be clear, concise documentation of the problem areas as well as verification that these concerns have been discussed with the student and attempted to be ameliorated, where appropriate. Students must be notified of the decision in writing within ten business days of the review. It is the responsibility of the program director or graduate advisor to communicate the decision to the student.
The rating scale below is adapted from the key components from the Standards for the Counselor Education Program in the *Counselor Education Student Handbook*. A brief list of key words is provided under each domain. For greater clarification, please refer to the appropriate standard in the Student Handbook (excerpt attached).

**Rating Scale**

As graduates of this program, it is expected that the student ratings will be a “3” at the satisfactory level, meaning the student has met the standard of competence. Students rated above a “3” exhibit exceptional skills in that specific domain. **Raters will provide a statement documenting any rating that falls either above or below a rating of 3.**

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<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor for a person of his/her training and experience</td>
<td>Satisfactory for a person of his/her training and experience</td>
<td>Highly skilled for a person of his/her training and experience</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. **Effective communication skills**
   a. **Written**
      (Key phrases: writes clearly, correct grammar, ability to use citations, adequately completes all written assignments)
      Not Observed | 1 | 2 | 3 | 4 | 5

   b. **Oral**
      (Key phrases: expresses ideas clearly, listens to others, sufficient skills in spoken English, adequately completes all oral assignments)
      Not Observed | 1 | 2 | 3 | 4 | 5
2. Interpersonal Skills (Standard 2.12)
(Key phrases: developmental maturity: demonstrates compassion, empathy, and integrity; demonstrates respect and considerations of others; responsibility for one’s actions and one’s effects on others)

Not Observed

|   |   |   |   |   |   |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |

3. Emotional and Mental Abilities (Standards 2.1.3, 2.2, 2.3.3)
(Key phrases: sufficient knowledge of skills of a counselor; ability to manage stress; seeks assistance for problems that might interfere; open to feedback, demonstrates self awareness of strengths, limitations and sets goals for growth)

Not Observed

|   |   |   |   |   |   |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |

4. Professional Behavior (Standard 3.31 and 2.32)
(Key phrases: compliance with program policies and professional ethical standards; professional appearance; punctual and dependable, works effectively with peers and authority; advocates for him or herself)

Not Observed

|   |   |   |   |   |   |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
5. Ethical Obligations (Standard 2.3.4)
(Key phrases: Adherence to ACA Code of Ethics; maintenance of confidentiality; truthful self-representation; doing one’s own work; avoids dual relationships)

Not Observed 1 2 3 4 5


6. Multicultural Sensitivity (Standard 2.34)
(Key phrases: suspension of personal biases during interactions with others; understands other’s lives and values; awareness, knowledge, and skills of both self and others’ who are different from oneself; respects others (peers, faculty, staff, clients and supervisors) with appropriate interactions regardless of group membership according to age, class, race, religious beliefs, gender, disability, sexual orientation, and/or value system; appropriately provides services for all persons in need of assistance regardless of group membership)

Not Observed 1 2 3 4 5


Faculty Signature ___________________________ Date ___________________
Handbook Receipt and Acknowledgement Form

Counselor Education Program

By signing below, I have acknowledged that I have received and agree to read the University of Texas at Austin Counselor Education Student Handbook in its entirety. After reading this document, it is my responsibility to ask questions to the chair if I do not understand a section.

I’m also aware that I will be evaluated on the dimensions of standards of competence as outlined in the Counselor Education Student Handbook. I understand that this evaluation will be based upon competencies appropriate to my level of training.

Finally, I’m aware that some changes may be made to this handbook and my training requirement. Any such changes will be brought to my attention by the chair. I understand the importance of staying abreast to these changes along the path of my graduate career.

__________________________________________
Print Student Name

__________________________________________
Signature

__________________________________________
Date

Please ensure that this signature page is on file with the chair by the second week of school of your first academic year.
Complaints/Concerns

If a student in the Department of Psychology has a complaint or concern, the student is encouraged to engage in the following steps to resolve the complaint.

1. Speak to the faculty member with whom you have the complaint.
2. Speak with your program chair or faculty adviser.
3. Speak with the department Graduate Adviser.
4. Speak with the department Chairperson.
5. Speak with the university ombudsman.

Frequently, a complaint or concern can be resolved directly with the person involved or at the next higher level. In some cases you may be requested to submit your complaint in writing to either the Graduate Adviser or Department Chair in order for us to assist you in resolving it.

University Policies Protecting Students

The University of Texas at Austin has numerous policies protecting the rights of students. All policies are stated in the General Catalogue of the university:
http://www.utexas.edu/student/registrar/catalogs.

Relevant policy statements include:

- Equal educational opportunity
- Prohibition of sexual harassment of students
- Prohibition of racial harassment of students
- Prohibitions of sexual assault
- Policy on AIDS and HIV infection
- Residency regulations
- Scholastic dishonesty (under Institutional Rules)
Policy on Disabilities. The University of Texas at Austin, in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA), states that no qualified disabled student shall, on the basis of disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any academic program or activity. Students who wish special accommodations related to a disability must request this formally through the Office of the Dean of Students, Student Services Building 4.104, (512) 471-6259.

Student Grievance Procedure

According to the General Information Catalogue, academic grievances involving grade disputes should be discussed first with the course instructor. Grade disputes that are not resolved, as well as all other academic grievances, should be submitted in writing to the Graduate Adviser or the Department Chair. Appeals may be directed to the appropriate academic dean. The dean of the college or school in which a student is enrolled has jurisdiction over the student’s program of study, degree requirements, and all other academic matters, including grievances. For students in Educational Psychology this is the Associate Dean of Graduate Student Services.

Complaints alleging sexual or racial harassment or sexual assault should be addressed in accordance with the policies and procedures noted above and published in Appendixes D, E, and H of the General Catalog http://edpsych.edb.utexas.edu/handbook/index.htm.

Office of the Ombudsman

The ombudsman of the university serves as a neutral third party providing assistance to students who have University-related complaints of an illegal nature. The office is authorized to investigate grievances involving both academic and nonacademic concerns and recommend corrective measures. Any case considered inappropriate may be declined by the ombudsman. All assistance provided is confidential and available by phone or in person. (See also Student Support Services in this handbook.) Seeking assistance from the Office of the Ombudsman is most appropriate if remedies within the student’s academic department and college have been unsatisfactory.

Petitions

A student in the Department of Educational Psychology has the right to petition the Graduate Studies Committee, through its Executive Committee, on any matter relating to his/her academic progress, including requests for a leave of absence, waiver of degree requirements, etc. To file a petition, send a letter stating your request to the Graduate Adviser. (This may be done via email.) The request is
then submitted to the GSC Executive Committee for approval/denial.

Students may also petition the Graduate Dean, through the department Graduate Adviser, on any matter related to graduate school rules and policies governing his/her academic career. To do so, it is best to first discuss the situation with the Graduate Adviser who may then draft a petition to the Dean of the Graduate School on your behalf or may suggest an alternative resolution.
Overview of Counselor Education Program of Work

Description of Degree Programs

School Counseling

The School Counseling concentration prepares graduates to work in school counseling programs, grades K through 12. The curriculum is informed by the standards of the American School Counseling Association providing a national focus. Certification as a school counselor by the State of Texas requires two years of teaching experience as teacher of record in a public, charter or accredited private K-12 school, a Master's Degree in Counseling, and a passing score on the TExES exam. Due to the teaching requirements for school counselors in the state of Texas, it is suggested that applicants with the goal of counseling in Texas have teacher certification and/or teaching experience prior to application. Applicants with the goal of counseling in other states are encouraged to explore the certification requirements of the specified state since not all states require teaching experience. Some students obtain teacher certification and/or gain teaching experience while also studying school counseling. Students completing this program are also eligible to pursue licensure in the state of Texas to become a Licensed Professional Counselor.

Higher Education Counseling and Student Affairs

The Higher Education Counseling and Student Affairs (HECSA) concentration prepares graduates for work in institutions of higher learning, such as college counselors, career counselors, academic advisers, supervisors of resident advisers, and administrators of student services programs. Students completing this program are also eligible to pursue licensure in the state of Texas to become a Licensed Professional Counselor.

Required Courses

Counselor Education requires courses in the history of counseling, modalities and skills of counseling, career development, human development, assessment, research, and multicultural competence. The curriculum consists of course work and practicum experiences for counseling in educational settings. The practicum experience occurs in the second year for full time students or after the completion of specified core courses. Workshops and informal seminars are provided along with the more structured curriculum for student and faculty professional growth. Students join the faculty in planning and arranging for these special enrichment activities. Importantly, students have the option of completing a master’s report or master’s thesis in which they address current issues related to counseling in academic settings.
Total Program Hours

**MEd Option (60 Hours)**

- Students will complete 54 hours of the core courses outlined in Sections I.
- Students will complete 2 additional approved courses as outlined in Section II.

**MA Option (60 hours of coursework plus 3 hours of master’s report)**

- Students will complete 60 hours of courses outlined in sections I and II below.
- Students will take one additional elective course.
- Students will complete EDP 398R: Master’s Report.

**MA Option (60 hours of coursework plus 6 hours of master’s thesis work)**

- Students will complete 60 hours of courses outlined in sections I and II below.
- Students will complete EDP 698A and EDP 698B: Thesis.
- Students may be required by their thesis adviser to take additional statistics courses to develop the required skills in data analysis to successfully complete the thesis.
## I: Core Counseling Coursework

**Total hours required: 54 Hours**

<table>
<thead>
<tr>
<th>Hours</th>
<th>Course</th>
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<tbody>
<tr>
<td>3</td>
<td>EDP 381C: Research Methodology for Practitioners or Approved Equivalent</td>
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<tr>
<td>3</td>
<td>EDP 382F: Individual through the Life Cycle OR Child &amp; Adolescent Social &amp; Cog. Development</td>
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<tr>
<td>3</td>
<td>EDP 383C: Overview of Psycho-educational Assessment OR 383C.12 Assessment in Counseling</td>
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<td>3</td>
<td>EDP 384C: Addictions Counseling</td>
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<td>3</td>
<td>EDP 384C: Approaches to Intervention or Approved Equivalent</td>
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<td>3</td>
<td>EDP 384C: Career Development</td>
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<td>3</td>
<td>EDP 384D: Group Counseling</td>
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<td>3</td>
<td>EDP 384C: Helping and Counseling Skills</td>
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<td>3</td>
<td>EDP 384C: Multicultural Counseling</td>
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<td>3</td>
<td>EDP 384C: School Counseling</td>
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<td>OR</td>
<td>EDP 385C. Seminar in Academic and Student Affairs in Higher Education or Approved Equivalent</td>
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<td>3</td>
<td>EDP 384N: Practicum in Counselor Education</td>
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<td>EDP 384C: Theories of Counseling</td>
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<td></td>
<td>EDP 384Q: Practicum in Counseling* (2 semesters, at least 1 semester in school/higher education settings)</td>
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<tr>
<td>OR</td>
<td>EDP 385C: Ethics in Counseling</td>
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<td>EDP 385C: Advanced Ethics and Professional Issues in Counseling</td>
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<td>3</td>
<td>EDP 3XXX: Abnormal Psychology (effective 2015)</td>
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<td>3</td>
<td>EDP 3XXX: Program Elective (may be selected from supporting coursework or other program elective)</td>
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II: Supporting Coursework (6 hours)

The six hours of supporting coursework must be fulfilled by either courses in the following domains #1, #2, or #3.

2. Human Development, Culture and Learning Sciences, Quantitative Methods or School Psychology courses
3. Advanced Theory/Research Counseling Courses
   Courses in this category are advanced theory or therapy courses outside of the scope of skills required for counseling in academic setting. The advanced courses offered at a given time differ due to changes in the field and faculty skills and interests. The categories and examples of courses are added below. The selection of these courses will be approved by the Counselor Education Chair. Principles for inclusion in this category include courses which add breadth to the counseling core by addressing one of the following dimensions:

   • Service delivery in a setting other than academic counseling
     - EDP 384C Integrated Behavioral Health
     - EDP 382E Health Psychology
   • A modality of psychotherapy not used in the school setting
   • Service delivery to a specific population or diagnosis.
     - EDP 384C Family Systems Interventions with Adults and Couples
     - EDP 384C Family Systems Interventions with Children and Adolescents
     - EDP 384C Cognitive-Behavioral Therapy with Children and Adolescents
     - EDP 384C Cognitive-Behavioral Therapy with Adults
     - EDP 383C Psychopathology or Child Psychopathology
   • An advanced course for a topic covered generally in the counseling core
     - EDP 384C Crisis Intervention in Schools
     - EDP 384C Child and Adolescent Skills and Interventions.

III: Research in Counseling to Pursue an M.A. (Optional – 3 to 6 hours)

Master’s Report or Thesis Coursework (If pursuing this option)

3-6 EDP 398R: Master’s Report or EDP 698A and 698B: Thesis
### COURSE SEQUENCE

A student’s progression through the program is based upon multiple factors, including course availability and student’s personal needs. Students are encouraged to start in the summer following their admission. A typical course load is 9 to 12 hours. Most courses are taught only once each year and some courses are only taught only every other year. Therefore, it is important to work closely with the academic adviser in order to plan your course work. While individual accommodations can be made at times, our ability to adjust courses to students’ individual needs is limited. Students who start in the fall or who take fewer hours may be end up taking extra semesters to complete their degrees. This chart outlines the recommended sequence of courses for the 2015 cohort that accounts for the timing of courses and ensures that courses are taken in the appropriate sequence.

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<td>Theories in Counseling</td>
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<td>Addictions Counseling</td>
<td>Multicultural Counseling</td>
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<td>Abnormal Psychology</td>
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<td>Overview... Assessment</td>
<td>Approaches to Intervention</td>
<td>Adv Ethics &amp; Prof Issues</td>
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<td>Elective</td>
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Important Things to Keep in Mind

- If you plan to graduate in six semesters, be aware that **certain required courses are only offered every other year**. These courses include, but may not be limited to: School Counseling, Seminar in Academic and Student Affairs in Higher Education, and Overview of Psychoeducational Assessment. You will need to work closely with your adviser to ensure that these requirements are met.

- Be careful in selecting supporting courses for your degree plan. You may insert these into your program of work where “Electives” are indicated. Some electives are not always offered. If you are planning to be eligible for the LPC, you **must** include a psychopathology course, a life span development course and the other supporting courses must be clinical in nature.

- You **must** have taken or be co-enrolled in Helping and Counseling and Theories of Counseling to be eligible for practicum. You will also need to have completed 12 hours to be eligible for practicum. If you plan to do a practicum at a career center, Career Development is also a prerequisite.

- In order to apply for a license as a professional counselor in the state of Texas (LPC), a planned graduate program in counseling or a counseling-related field of at least 48 graduate semester hours is required. Most other states require a 60 hours degree program. Effective fall 2015, the University of Texas’ program will require 60 hours to meet the national standards. Effective 2017, the state of Texas will require 60 hours. Some out-of-department courses might not qualify as "counseling courses", and therefore students should keep this in mind when planning their course of study. A course in psychopathology is also required as part of the students’ coursework, as well as a course in Normal Human Growth. It should be noted that this course MUST cover human development across the lifespan, from prenatal to old age. This is particularly important for those in the school counseling track who wish to pursue an LPC. The optional course *Child and Adolescent Cognitive Development* will not count for this requirement. More information about the LPC in the state of Texas is available at [http://www.tdh.state.tx.us/hcgs/plc/lpc/lpc_def.htm](http://www.tdh.state.tx.us/hcgs/plc/lpc/lpc_def.htm).
Master’s Report in Counselor Education

Purpose

The master’s report serves several functions in the overall program of work for the M.A. in Counselor Education. It is an opportunity to develop greater understanding of a topic related to the field of counseling. During a student’s progress throughout the program, problems and issues are encountered that require in-depth review and analysis. The report can be a vehicle for extending knowledge about such an area. Finally, the report demonstrates that the student is an insightful consumer of research, possessing the ability to evaluate theory and research in the field and develop applications to a significant problem. Former students have reported that having an area of specialization has been helpful in job interviews.

Selecting a Topic

Typically, the topic will focus on some important counseling theory or procedure or address a critical issue in the practice of guidance and counseling. It is also possible for the topic to be drawn from a non-counseling discipline or body of research and practice, as long as applications can be made to counseling. Sources of topics may include the following:

- Ideas, theory, and research encountered in courses and readings.
- Current research conducted by a faculty member.
- Problems and issues arising during a practicum.
- Past experiences re-conceptualized.
- Professional activities.
- Emerging or on-going areas of interest represented in journals, other scholarly publications, or professional meetings.

Nature of the Report

Although master’s reports may vary in length and number of chapters, all should have at least the following three sections (though the specific wording need not be used in chapter headings):

1. **Introduction and Statement of the Problem.** This section should provide an overview, laying out the big picture and indicating its importance. The specific focus of the report should also be identified and related to the general area of inquiry, along with the plan or organization of the report.

2. **Review of the Literature.** The review should include general and up-to-date research addressing the topic of the report. In most cases, pertinent theory or conceptualizations of the topic should also be described. If they are available, published reviews on the topic should also
be examined. Depending on the nature of the topic, this review may include theoretical articles and/or empirical studies. Your critical evaluation of such literature is also important.

3. **Applications to Counseling.** This section should present an integration of theory/research and practice. If the topic is drawn primarily from the non-counseling literature, special attention should be paid to exploring and evaluating implications of the topic for counseling. Recommendations for practice should be given. It is also possible for the master’s report to be primarily concerned with developing a specific application: e.g., preparing a special guidance curriculum; evaluating a new counseling procedure being used in a school setting. In such cases, the report will need to present the application or procedure, and, if appropriate, the evaluation data that support its use. It would be expected that the literature review would be appreciably shorter for such a report, while the application section would be longer.

**Nuts and Bolts**

- You will need two “readers” for your report, at least one of whom should be a member of the Counseling faculty. Your supervisor for the report is the primary adviser for the report and must be a member of a Graduate Studies Committee (GSC) for the Department of Educational Psychology, although it is not required that she/he be on the counseling faculty. The second reader may be any other faculty member and may be an adjunct faculty in Educational Psychology or a faculty from a different department.

- It is extremely difficult to write a quality master’s report in one semester. Therefore, before being cleared to register for EDP 398R in the semester prior to your graduation, you will be required to have already arranged for a supervisor, a reader, and a topic for the report. Please consult with the academic adviser if you need assistance in finding a faculty member who has expertise in your area.

- You must enroll for 398R (Master’s Report) during the semester in which the degree is awarded, although you may enroll more than once if you don’t complete it on time.

- Students should begin working on the report before they begin their final semester, as most students find it takes more than one semester to complete it.

- You should select an adviser as soon as you have a firm idea of the content area, and you will be asked to have an advisor and topic selected before you can register for the Master’s Report course.

- A specific page length is not required. Approximately 30 to 35 pages is typical.

- The Graduate School publishes an official description of the acceptable format for the report. This information can be found at [http://www.utexas.edu/ogs/pdn/index.html](http://www.utexas.edu/ogs/pdn/index.html) (as well as information about applying for graduation). Consulting it before you get too far along in the project might save you some time.

- Please consult the Educational Psychology Student Handbook for more information on the Department’s procedures for submitting the report.
Counselor Education Practicum Guidelines

Rationale

The primary purpose of the practicum is to provide students with a closely supervised, integrated counseling experience as part of their overall professional preparation program. As such, the practicum is perceived to be a capstone experience in which the student counselor is expected to integrate his/her didactic preparation with practical application. It is intended that the practicum experience be designed to assist students in developing not only a better understanding of themselves as persons and competent counselors, but also a better understanding of the constituency with whom they expect to work with in the future. All students in the Counselor Education program are required to successfully complete two semesters of practicum.

Objectives

The following list specifies Counselor Education program objectives for practicum training:

1. The student will apply ethical principles and the ethical decision-making model in interactions at their setting.
2. The student will gain knowledge of the structure and routine associated with a counseling setting, as well as participate fully as a professional in that setting.
3. The student will use assessment strategies in defining and appraising client concerns, including behavioral observations, interviewing skills and/or formal tests.
4. The student will work with clients in goal setting and identify ways to evaluate whether these goals have been achieved.
5. The student will demonstrate knowledge of and use basic counseling skills including:
   a. attending skills
   b. empathy
   c. application of theory and change strategies.
6. In on-site supervision and in the practicum course supervision, the students will appropriately use supervision and consultation by:
   a. conducting case discussions
   b. reviewing tapes of sessions
   c. identifying problem areas
   d. incorporating feedback from the supervisor in future interactions with clients.
7. The student will use the practicum experience to continue to develop their competence in dealing with diversity issues in counseling by:
   a. examining awareness of self and issues in diversity
   b. gaining knowledge of other’s experiences and contexts
   c. developing skills to incorporate in counseling with diversity.

8. The student will use the guidance model to develop interventions that address campus-wide or small group issues.

**Prerequisites**

The student should have completed a minimum of 12 credit hours before beginning the practicum experience. The student must have completed or be co-enrolled in the following courses:

Helping and Counseling Skills
Theories of Counseling
Career Counseling (for career center practicum)

**Note:** The student must be in good academic standing.

**Criteria for Approved Practicum Sites**

- A list of possible practicum sites is included in this manual.
- Prior to pursuing a practicum that has not been listed in this manual, the student must get the approval of the practicum coordinator and complete a Practicum Request Form (available online; see end of manual).
- In the course of the Fall or Spring semester, the practicum site should provide at least:
  - Twelve hours of practicum experience per week, including at least 5 hours of direct service per week.
  - A minimum of 1 hour per week of individual supervision. These meetings are to be in addition to other site meetings. Case management issues are assumed to be the major focus of these supervisory sessions.
- As an upper limit, practicum sites should **not require** more than 15 hours of students' time per week. However, in negotiation with practicum site supervisors, students may choose to commit more time to their practicum activities according to their training interests and needs, and in consideration of other demands they may have.
- The student may be reimbursed by the practicum site, as long as the student’s contract with the agency is fundamentally geared toward fulfilling the training needs of the student.
Reimbursement should not alter the student’s primary role in the agency as that of a counseling trainee.

Practicum supervisors must have a counseling-related master’s or doctoral degree. For school counseling students, a certified school counselor is required.

**Practicum Requirements**

- Each student is required to complete three semesters (Fall, Spring, or Summer) of practica at an approved site to develop their skills in individual counseling, group counseling, guidance activities and development of prevention programs. One of these semesters MUST occur during a long semester – i.e., this requirement cannot be filled with enrollment in summer sessions. The availability of summer practicum placements is not guaranteed, as supervision by faculty during the summer is not always available.

- Professional conduct on site and in the practicum seminar is expected at all times.

- The first semester should typically be spent in an educational setting (either a higher education setting for students in higher education or a K-12 setting for students in school counseling). Depending on the students’ professional goals, however, students may consult with the practicum coordinator about doing one practicum in a non-educational setting that will give students an appropriate professional experience. (See approved list in this manual.)

- In the second semester, students in both professional tracks may select either an academic site or a community-based site.

- If you are interested in a community site, please be aware that there is often a two-semester requirement. You may need to start a practicum in the summer or add an extra semester to your degree plan in order to also complete an education placement.

- *Please do not contact any sites or potential supervisors before meeting with the practicum coordinator. Individual planning meetings occur during the fall semester of a student’s first year (or the semester before a student begins practicum).*

- Students have to register for practicum seminar each time they participate in an applied setting for as long as they continue to be matriculated into the Counselor Education program, even if it is more than the three required semesters. Please note that the requirement of enrolling in the practicum class still applies for school counseling track students hired as school counselors before they graduate. If students are working in the schools as counselors before the degree is completed, they must continue to enroll in the practicum course.

- Certification-only students are subject to these same conditions and must enroll in the practicum course in every semester in which they are working as counselors and still completing their deficiency plan.
Guidelines and Procedures

The following steps must be taken in order to obtain a practicum.

1. Register for EDP 381: Practicum in Counseling.
2. Learn about the variety of practicum sites.
3. Complete all required forms on time and adhere to the timeline.
   a. This includes the Practicum Wish List and the Practicum Request Form.
4. If on the higher education track, the student must attend the Practicum Fair.

Registration for Practicum. The student must register for EDP 381: Practicum in Counseling while completing the practicum. This course is CR/NC (credit/no credit) so the student is expected to register for the course as a CR/NC course.

The student is expected to regularly attend all practicum group seminars. These seminars will focus on the essential characteristics of counseling. The practicum course is to be treated as an extension of your practicum site. Professional level of completion of material, attendance and participation is expected to earn a CR for the course.

Information on and selection of practicum sites. Arrangement of practicum placements is conducted in the long semester prior to when the student wishes to begin – i.e., during the Spring semester, assignments to practicum are done for the upcoming Summer and Fall; and in the Fall, assignments are arranged for the following Spring semester. To be placed in practicum, students must complete a Practicum Request Form (available online; see end of manual) and submit the form to the Counselor Education practicum coordinator when it is requested.

NOTE: Students on the higher education track seeking placement in a college counseling center will need to submit their requests for the following year early in the Spring semester (as announced by the practicum coordinator) in order to be competitive for these limited placements.

Students should note that arrangements for fall practica can be made after the spring semester, but the availability of sites may be greatly reduced.

- A practicum overview activity will be coordinated in November where advanced students present information about their current practicum sites. A binder is maintained in the counseling suite with student comments and evaluations of the sites where students have been placed.

- Early in the fall semester, students are encouraged to inform themselves about the variety of practicum sites available to optimize the fit between their training interests and needs and their practicum experience. Students should consider the type of clientele the setting serves, the nature of the activities, the models for assessment and intervention represented by the practicum site staff, and any other requirements the practicum site may have (e.g., some sites require that a student make a two semester commitment or that a student have additional training in assessment). Information on practicum sites is available in this manual.
• Representatives from many higher education and community practicum sites visit the campus early in the spring semester (typically the last week of January). Students are encouraged to attend these meetings whenever possible. Some of these practicum sites require student interviews early in the spring semester, while others prefer to hold interviews later in the semester. Therefore, it is important that students attend on-campus meetings and inform themselves about the various procedures requested by each site.

• Assignment of school counseling students to campuses in area school districts is also done during the fall and spring semester. All requests for AISD placements should go through the practicum coordinator. Requests for placements in other districts usually entails filling out a practicum application form for the school district (as well as our own application form). It is the student’s responsibility to approach other districts directly after consulting with the practicum coordinator. The school district and the practicum student then work together to determine the campus where the student will be placed.

• Prior to pursuing a practicum that has not been listed in this manual, the student must petition the Counselor Education practicum coordinator to pursue such a site. A petition can be completed by emailing the request to the practicum coordinator. The email should include the contact information of the potential supervisor, a description of the services that the practicum student may participate in at the site and the rationale for considering the alternate site.

Assignment of Practica. After receiving the name of the contact from the practicum coordinator, the students will contact the site to initiate the appropriate interviews and application process for the sites. Please note that a practicum assignment may take until late in the semester. Acceptance to a site is up to the discretion of the site supervisor and not the Counselor Education program. Most practicum sites request an interview with prospective students to ensure that the student is well informed on what the site has to offer and to ensure a good “fit” between the student’s interests and skills and the opportunities and demands of the practicum setting. It is the student’s responsibility to prepare themselves for these interviews.

If a student is not accepted at a site, the student should contact the practicum coordinator to begin the interview process at another site.

Once a student has accepted a site, he/she is expected to keep his/her commitment and complete the placement. Failure to keep the commitment jeopardizes placements of other students.

Dual roles of practicum supervisors are not allowed. Student should not be supervised by a site supervisor who has been or is currently working with them in the role of therapist or counselor.

Evaluation of the Practicum Experience. Each student is expected to participate in both an on-going and final evaluation of the practicum experience. Students are encouraged to use the Evaluation of Practicum Experience form (available online; see end of manual) in contracting with the supervisor when establishing individualized learning goals. These evaluation forms can be used at mid-term to evaluate progress toward goals and determine additional experiences needed to help achieving the goals. A final evaluation form should be completed by the site supervisor three weeks prior to the
end of the semester. Site supervisors are requested to discuss their evaluation to provide feedback to the student regarding their professional development before sending the evaluation to the practicum course instructor.

**Note:** Students will not receive course credit until the practicum course instructor receives the evaluation form. Effective fall 2012, students will not receive course credit until the practicum time log is on file with the practicum instructor. These logs will be maintained for future recommendations for licensure and certification. If students do not complete the required 150 hours total for practicum with 50 hours of direct service, they will receive an incomplete until the hours are completed.

The practicum experience is evaluated on the basis of each student’s counseling skills and ability to integrate theory and practice. The students’ participation in the practicum seminar, particularly their regular attendance and participation, is also an important component of this grade. The practicum is taken Credit/No Credit. Because practicum involves clients in an academic or community counseling setting, a great deal of value is placed on providing high quality service in a professional and ethical manner.
Counselor Education Approved Practicum Sites

In recent years, practicum placements have been available in the following sites/agencies:

**Colleges and Universities**

**Austin Community College**

**Various campuses**

Contacts: Please do NOT directly contact this campus. Let your adviser or practicum coordinator know of your interest. The practicum coordinator will then discuss with you the procedures for application.

Gloria L. Navarro Foley, Ph.D., 512-223-3136

Austin Community College is a junior college with multiple campuses. The population at this setting is adults of various ages. Duties include academic advising, career and personal counseling, and the administration of career inventories. Practicum students are accepted in the fall, spring, and summer semesters.

Application materials include:

- Letter of Application, including
  - College/Major
  - Progress towards degree, in credit hours
  - Goals to be gained from the experience
  - Campus preference (list 1st, 2nd, and 3rd choice)

PINNACLE CAMPUS, 7748 Highway 290 W., Austin, TX 78736
CYPRESS CREEK CAMPUS, 1555 Cypress Creek Road, Cedar Park, TX 78613
EASTVIEW CAMPUS, 3401 Webberville Road, Austin, TX 78702
ELGIN CAMPUS, 1501 West US Highway 290, Elgin, TX 78621
HAYS CAMPUS, 1200 Kohlers Crossing, Kyle, TX 78640
HIGHLAND CAMPUS, 6101 Airport Boulevard, Austin, TX 78752
NORTHRIDGE CAMPUS, 11928 Stonehollow Drive, Austin, TX 78758
RIVERSIDE CAMPUS, 1020 Grove Blvd., Austin, TX 78741
RIO GRANDE CAMPUS, 1212 Rio Grande, Austin, TX 78701
ROUND ROCK CAMPUS, 4400 College Park Drive, Round Rock, TX 78665
SOUTH AUSTIN CAMPUS, 1820 W. Stassney Lane, Austin TX 78745

- Current Resume
- Unofficial transcripts
Contact Information

Mail application materials to:
Dean of Student Services
Student Support and Success Systems
5930 Middle Fiskville Road, Room #504.5
Austin, Texas 78752

Interview:

The Dean of Student Services will schedule the student interview with the supervising counselor and the practicum student.

Texas State University-San Marcos
Texas State University is a large public university located in San Marcos, a town 35 miles south of Austin.

Texas State University Career Center
5-7.1 LBJ Student Center
San Marcos, TX 78666
www.careerservices.txstate.edu
1-512-245-2645

Contact: Greg Hill, Ph.D., Assistant Director, Greg.Hill@txstate.edu

Duties include career assessment, career counseling, resume critiques, and mock interviews. Opportunities exist for audio taping and videotaping client sessions. Supervision is by a doctoral level clinician. A one-semester commitment is required. A Career Services counseling internship will offer graduate students experience with the following:

- Understanding the extent to which career interacts with issues such as family, emotional and physical well-being, intimacy, security, and more;
- Implementation of counseling theories and techniques in hour-long sessions;
- One-on-one contact with an abundance of clients—students or alumni whose ages, cultures, ethnicities, academics, and development are wide-ranging;
- Setting rapport, counseling, consulting, collaborating, and decision-making, all within a practical, professional, supervised context;
- Administration and interpretation of several career and personality assessment tools; and,
- Application of ethical practices involving confidentiality, self-disclosure, and establishing counselor-client boundaries.
The University of Texas at Austin

Vick Center for Strategic Advising & Career Counseling

Jester A115A
Austin, TX 78705

Contact for Career Counseling: Lynn Chang, Ph.D., Career Counselor, l.chang@austin.utexas.edu, (512) 475-8816

Contact for Academic Advising: Alexia Apollo, M. A., Senior Academic Advisor, alexia.apollo@austin.utexas.edu
512-232-8402

The Vick Center at The University of Texas offers two opportunities to learn the foundations of counseling through their services. Students can complete a one semester in an academic setting or a two semester practicum doing ongoing individual career counseling with university students. The advising semester may be a one semester site, whereas the career practicum program asks for a two semester commitment, beginning in the fall. To be eligible for the career center practicum site, students need to have taken or be concurrently enrolled in a career counseling course. Students who are interested in applying will need to send the relevant coordinator a cover letter, resume, and three references.

Sanger Learning Center

Contact: Darcy Barrick, Program Coordinator, Academic Counseling Services
darcybarrick@austin.utexas.edu
512-471-3614

The Academic Counseling Services at the Sanger Learning Center provides the opportunity to work with students seeking assistance with academic challenges and test anxiety using cognitive behavioral strategies. Practicum students will also develop an ongoing relationship with a small number of individual clients, present workshops on study skills and interact with staff projects (including literature reviews, project development and organization). Send a cover letter, resume and three references.

BASICS

Contact: William Mupo, Health Education Coordinator, w.mupo@uhs.utexas.edu

Practicum students conduct small group and single session interventions with students who are either referred or self-referred for issues related to alcohol use. Practicum students will also participate in outreach presentations.
Emergency Services Graduate Intern/Practicum Student

Student Services Building
100 West Dean Keeton Street, Suite 4.104
1 University Station - A5800
Austin, TX 78712-0175
http://deanofstudents.utexas.edu/emergency/index.php

Contact: Christa Lopez, christa.sandelier@austin.utexas.edu, 512-471-5017

**This practicum placement is only open based on availability of resources.**

The Office of the Dean of Students is composed of eight specific areas that provide a variety of services to students of The University of Texas at Austin. Currently, the Dean of Students office has been able to hire a full-time Coordinator of Emergency Services. The coordinator focuses entirely on providing and coordinating emergency services to students. Activities a practicum student might be involved in with this office include, but are not limited to: giving immediate support to students in crisis, working with other student affairs offices and academic units to coordinate the University’s response to students’ immediate needs, working with community agencies such as Austin City Police and hospitals on behalf of students in crisis, providing students with comprehensive referral services to resources both within and outside of the university community, and collaborating closely with the Counseling and Mental Health Center to ensure a comprehensive and holistic approach to services for students in crisis.

Services for Students with Disabilities (SSD)

Student Services Building
100 West Dean Keeton Street, Suite 4.206
1 University Station – A4100
Austin, TX 78712-0175
http://deanofstudents.utexas.edu/ssd/index.php

Contact: Kelli Bradley, MSW, MBA, Executive Director
kelli.bradley@austin.utexas.edu (512) 471-6259

**This practicum placement is only open based on availability of resources.**
SSD determines eligibility and helps implement reasonable accommodations for students with disabilities at The University of Texas at Austin. Services for Students with Disabilities works to eliminate physical, instructional and attitudinal barriers by providing reasonable accommodations and fostering awareness within the University community.

**MPA (Masters in Professional Accounting) Career Services**

Contact: Michelle Polkinghorn, M.Ed., MPA Career Consultant, Michelle.polkinghorn@mccombs.utexas.edu, (512) 232-2482

The Master in Professional Accounting (MPA) Program Office manages a variety of student services including admissions, academic advising, and career services. This paid practicum experience is based in the area of career services which works to educate MPA students about career options and facilitate the job search process. The practicum student will have the opportunity to:

- Advise and educate MPA students on career planning and job search strategies, ensuring that program and college recruiting policies are followed. This will include providing in-office resume critiques and mock interviews.
- Conduct audits of resumes in the On-Campus Recruiting system.
- Develop new and maintain existing career resources.
- Assist with maintenance, analysis, and reporting of student employment information.
- Assist with career event planning, and occasionally prepare and present career workshops.

**Application:** Cover letter (including number of hours available to work) and one-page resume to mpajobs@mccombs.utexas.edu

**Intercollegiate Athletics, Academic and Student Services**

Contact: Tina Kien, Ph.D., Director of Learning
Tina.Kien@athletics.utexas.edu, (512) 471-7704

A practicum with intercollegiate athletics provides the opportunity to work with college student athletes in various roles to promote growth to ensure academic and career success. Opportunities exist to work both at the individual student and program level.

**Huston-Tillotson University – Austin, TX**

**Huston-Tillotson Counseling and Consultation Center & Disability Issues**

Contact: Barbara Fountain, MAHS, LPC-Supervisor, Director

The practicum experience at Huston-Tillotson University provides master’s and doctoral level trainees with a multifaceted experience in which they (1) attain advanced clinical skills with a diverse, young adult population and (2) gain knowledge, awareness and expertise in
culturally sensitive psychotherapy especially with regard to African American and Latino cultures; (3) In addition, trainees develop overall expertise in the challenges prevalent in university mental health practice today with special emphasis on its application at a largely diverse, small, private university.

Trainees conduct intake assessments, individual and group psychotherapy (based on availability of participants), crisis intervention, community consultation, outreach and program development/Implementation. Regular didactic and training experiences include weekly supervision (1 hour face to face per week) where clinical cases are reviewed. In addition, the practicum supervisor is available for case consultation and guidance on an as needed basis. The didactic component of supervision includes training on diversity and cultural sensitivity, application of theoretical models, psychotherapy with special populations and other clinical issues.

**Practicum hours may vary**

**Application Details:** Applicants must be enrolled and in good standing in a counseling, psychology or social work masters or doctoral program from a regionally accredited institution of higher learning.

- **Applications should include:**
  - Cover letter detailing interest in the practicum and university mental health practice as it relates to diverse populations.
  - Curriculum vitae
  - Three professional or academic references

The successful candidate will be required to complete an HT employment application and have a criminal record check completed by the HT Department of Human resources.

Barbara L. Fountain, MAHS, LPC-Supervisor
Director
Counseling and Consultation Center and Disability Services
Huston-Tillotson University
900 Chicon Street
Austin, Texas 78702-2795

**St. Edward’s University – Austin, TX**

*Career Planning Services*
Moody Hall, Room 134
3001 South Congress
Austin, TX, 78704
http://www.stedwards.edu/cpel/index.html
Contact: Barbara Henderson, barbarah@stedwards.edu, (512) 448-8530

Students may start summer or fall. This is a full-service career center with a range of training opportunities. Students will work with the adult career counselor, and intake coordination may be one of the activities. Interested students are asked to send a resume and letter of interest to Barbara Henderson.

Concordia University – Austin, TX

Success Center

Building F, Rooms 214-216
11400 Concordia University Drive
Austin, TX 78726

Contact: Ruth Cooper, Director of the Success Center, ruth.cooper@concordia.edu, (512) 313-5031

Ms. Cooper oversees the following: Disability services, tutoring/learning center, counseling, and students on academic probation. There is not a counseling center, however Ms. Cooper is in charge of fielding “early alerts” from concerned faculty and others regarding students. She operates as a frontline screener for concerns. An LPC comes in and sees students on a short-term basis as needed. Ms. Cooper shared that the area where there may be most opportunity is with students on academic probation, as she would welcome assistance in following up with these students. Please note that Ms. Cooper shared that Concordia is a “faith based” institution whose mission includes developing “Christian leaders.” If this is something you are not comfortable with, this may not be a good fit. Interested students should submit a resume and a letter of interest.

Career Services

Joyce Sinclair, joyce.sinclair@concordia.edu, (512) 313-5041

Independent School Districts

We have a formal arrangement for practicum placement with Austin Independent School District. Opportunities exist for placement with most other area school districts, but students should pursue these positions directly. A Practicum Request Form with resume attached should be given to the practicum coordinator during the practicum placement process regardless of where the student hopes to be placed. The duties normally associated with a school site practicum include development of student guidance activities, individual counseling, group counseling, working with special education program development, assessment, faculty consultation and much, much more. Positions are available at the secondary, middle and elementary school levels. In AISD, students have the potential to work in an alternative school setting.

Note: Most schools will allow a one-semester commitment, but you should specify your intentions regarding this on the practicum placement form and with the school. For some people who are
teaching full-time, there is the option of spreading a one-semester equivalent practicum over two semesters. The student would do a ½ time practicum (6-7 hours/week) for two semesters. However, to meet the program’s practicum requirement, a student would have to do this twice, or do a full-time practicum in a later semester. The availability of summer practicum placements is not guaranteed, as supervision by faculty during the summer is not always available.

**Austin ISD**

**Complete the Practicum Request Form** available on the web. Indicate preferences for desired level (elementary, middle, or high school) and preferred location (e.g. north, central, south). You may also request a particular school, but some sites may not be appropriate or available for placement due to issues surrounding supervision or goodness of fit between the student and the demands of the site. Please attach a resume to the Practicum Request Form. Other AISD-specific practicum placement forms may be sent to you via email. Due to the potential to parlay the practicum into a job placement following completion of the Counselor Education program, it is recommended that practicum students consider their post-degree plans when requesting sites.


After completing the Practicum Request Form, please complete AISD Criminal History check process. Below is the process:

******************************************************************************

**AISD Criminal History Check Process (AppliTrack)**

**University of Texas 1434**

**Getting Started**

1. Go to the AISD main page: [http://www.austinisd.org](http://www.austinisd.org) (Use Internet Explorer).
2. On the top menu bar, click on “Careers”. (This will take you to the Human Resources page.)
3. Scroll down to the bottom of the page and click on the “09 – Student Teachers/Interns/Observers” link. (This will open the Employment Application section.)
4. On the right-hand side, click on the “Apply” button next to “JobID: 1434 University of Texas Observers (Field Experience), Interns, and Student Teachers”. (This will open up the AppliTrack system in a new window.)
5. Click on the “START / begin your application” button to begin.

All interns, observers and student teachers are required to complete an AISD Employment Application consisting of the following sections in order to obtain criminal history clearance to work in the district:

1. Personal Information
2. Postal Address
3. Vacancy Desired
4. Position Desired
5. Criminal History Check
6. EEO Form
7. Confirmation

*Be sure to use the “Next Page” button located in the bottom right-hand corner to move through the application so that your information is saved.

1. **Personal Info:** Enter information to create an account in AppliTrack.

2. **Postal Address:** Fill in permanent and present address information.

3. **Vacancy Desired:**
   - Scroll down to the “09 – Student Teachers / Interns / Observers / Interns / Observers” section (at the bottom of the page) and check the box next to “JobID 1434 (Field Experience), Interns and Student Teachers”. **Do not check any other boxes in this section.** *(The box may be checked already for you).*
   - Right below the JobID line, answer the “**How many years of experience do you have in similar positions?**” question using the drop-down menu. Just put 0.

4. **Position Desired:** **Do not mark** any positions in this section, as it will open up additional sections of the application that you do not need to complete.

5. **Criminal History Check:**
   - Enter SSN, DOB, and identification source for criminal history check.
   - Be sure to check the “**I agree**” box located at the bottom.

6. **EEO Form:** Enter voluntary information regarding gender, ethnicity, and race.

7. **Confirmation:** Submit application.

**********************************************************************************

**Other ISDs**

Seek out a placement at your preferred school. Speak with the school’s counselor and administrator. Please see the Criteria for Approved Practicum Sites on p. 13 of this handbook in order to make
practicum expectations clear. Complete the Practicum Request Form available on the web. Instead of indicating three preferences, write in site with which you have made an agreement and turn this in to the practicum coordinator with a resume attached.

Some ISDs with which students have arranged prior placements:
Manor ISD
Leander ISD
Hayes ISD
Pflugerville ISD
Round Rock ISD

There are plenty of elementary, middle, and high school practicum opportunities available at the different schools. Visit the RRISD website at http://www.roundrockisd.org.

Charter Schools

NYOS – Not Your Ordinary School

K-3 Campus 1605 Kramer Lane Austin, TX 78758
4-12th Campus/Administration 12301 N. Lamar Blvd. Austin, TX 78753

Contact: Corinne Arlès, MA, LPC Elementary Counselor Tel 512-583-6969 ext. 499 Email: carles@nyos.org

NYOS is an innovative public charter school in North Austin. Many of the students who attend NYOS are socio-economically disadvantaged and/or English language learners. NYOS emphasizes education of the whole student, including: perseverance towards academic excellence, character development and commitment to civic engagement. The Counseling and Guidance Program at NYOS provides a variety of services to support students, faculty and parents. A semester practicum placement at this site would include the following: individual counseling, group counseling, development of student guidance lessons, consultation with Special Education team; as well as, opportunities for student observations, needs assessments, teacher consultation and data management.

Community Based Practicum

Carousel Pediatrics

Primary Contact
Tina Sustaeta, LPC.
Carousel Pediatrics is a medical clinic with integrated behavioral health care that includes education and support for children and their families.

**Communities-In-Schools**

http://www.cisaustin.org/index.cfm

**Primary Contact:**
Jennifer Braham jbraham@ciscentraltexas.org,
(512) 464-9767

Sites are located in AISD schools. Recent sites have included:

*Crockett High School*
*Lamar Middle School*
*Ann Richards School For Young Women Leaders*

Practicum students at CIS have the opportunity to provide individual counseling, group counseling, family consultation and academic consultation. Although this setting is in an academic setting, placement here does not count as an academic placement.

**For The Love of Christi**
2306 Hancock Drive,
Austin, TX 78756
http://fortheloveofchristi.com/

Contact: Erin Spaulding, thechristicenter@yahoo.com (Attn: Erin Spaulding), (512) 467-2600

For The Love of Christi is a non-profit organization that facilitates grief support groups for all ages. Groups are broken down by age and nature of the loss, with special groups created to serve victims of violent crimes and suicide. The center also provides psycho-educational workshops and trainings to schools, businesses, and other community organizations. Please contact Erin Spaulding for more information about practicum placement availabilities, requirements, and application materials.

**Lifeworks**
6114 South 1st Street
Austin, TX 78704
(512) 735-2400
www.lifeworksaustin.org

Contact: LeShawn Arbuckle, (512) 735-2432

Lifeworks is a division of the United Way. Lifeworks has three locations, and each location offers three programs including: 1) youth and adult counseling (individual, family, couples,
adult, youth), 2) resolution counseling (individual and group), and 3) kids exchange. Practicum duties would include: 1) counseling services to individuals, groups, and families 2) responding to initial service requests via walk-in and telephone appointments 3) providing case management services for clients and 4) completing required paperwork to ensure compliance with contracts, grants, and licenses. The theoretical focus of the organization is on brief, action-oriented, solution-focused orientations. It is not a good match for dynamic orientations. Requirements include: 1) At least one semester to a year of experience with clients in a counseling setting or equivalent 2) strong written and verbal communication skills (bilingual English/Spanish preferred) 3) organized, self-directed work style and 4) willingness to work with client-centered, solution-focused approach. Interns are placed with supervisors based on supervisor experience, intern experience, and intern preference (when possible to accommodate interns’ interests).

My Healing Place
www.myhealingplace.org

Contact: Khris Ford, LPC; khris@myhealingplace.org (512) 472-7878

My Healing Place is a grief support network for individuals in need of grief, loss, or trauma services. Services include support groups for children ages 5-18 and adults, individual grief and trauma therapy, consultations and trainings, as well as retreats and workshops. Please contact Kris Ford for more information on practicum requirements and application materials.

Phoenix House: Phoenix Academy of Austin
400 West Live Oak Street
Austin, TX 78704-5119
(512) 440-0613
http://www.phoenixhouse.org/locations/texas/

Contact: Kelly Garrett-Aubry, LPC karrett-Aubry@phoenixhouse.org
(512) 440-0613 x4743

The Phoenix Academy of Austin (residential substance abuse treatment for adolescents) practicum site allows students to provide individual, group and family counseling to adolescents and their families. Practicum students work with substance dependent and dually-diagnosed clients, and receive clinical supervision both individually and in a group setting. There is a licensed LPC Supervisor on site, a great resource for any students who intend to pursue their LPC. Practicum students are also assigned a counselor mentor who assists with training and support for their caseloads.

Safe Place
P.O. Box 19454
Austin, Texas, 78760
Safe Place is a domestic violence and sexual assault survival center. Duties at this site will include doing intake clinical interviews, counseling 1 or 2 ongoing individual clients, and co-leading a group. A student must have had Advanced Assessment and Counseling Theory prior to pursuing this placement. (Advanced Assessment may be taken simultaneously with placement.) Students must inform Safe Place of supervision requirements and are more likely to get on-site supervision if they are willing to have more than one supervisor.

**STARRY**
1300 North Mays
Round Rock, TX 78664
www.starryonline.org

Contact: TBA, (512) 388-8290

STARRY provides counseling services to children, youth and parents who need assistance resolving family conflict, eliminating truancy or runaway behaviors and avoiding delinquent conduct. In addition, the agency provides Universal Child Abuse Prevention services to educate the community and public-at-large on the need to proactively protect children and eliminate abusive treatment. Counseling offered through STARRY is a Prevention Early Intervention (PEI) program funded in part by the Texas Department of Family and Protective Services. The program helps families communicate effectively before residential placement is needed. The idea is for families to learn to work together at resolving conflict and strengthening the family unit. This site requires a full year commitment, meaning that students who choose this site will be required to complete an extra semester of practicum, as they must first complete at practicum in a non community-based setting.

**YWCA of Greater Austin**
2015 South I-35, Suite 110
Austin, TX 78741
512-326-1222
www.ywcaaustin.org

Contact: Laura Gomez Horton, Clinical Director, (512) 326-1222

The YWCA provides counseling services for women, their partners, and their children. Supervision is provided by an LPC-level counselor. All treatment is short-term (i.e., 10 sessions) and utilizes the Relational Model out of the Stone Center at Wellesley College. The staff work from the YWCA’s Policies and Procedures manual. There are bi-monthly trainings on topics of interest, with past topics including teen suicide, family violence, and art therapy.
Practicum List Updated August, 2014.

**Important Practicum Downloads Are Available at:**

http://www.edb.utexas.edu/education/departments/edp/download/forms/#med
Sample Timeline

The following calendar is based on a summer start (Summer 1, Fall 1, Spring 1, Summer 2, Fall 2, Spring 2). Please refer to your adviser for specific questions. Students who do not plan to complete the program in this sequence will need to inform the chair/adviser of their desired graduation date and work closely with her to ensure that all program requirements are met.

**Counselor Education Events and Timelines**

<table>
<thead>
<tr>
<th>Month</th>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>Interviews</td>
<td>Start of Spring Semester Practicum Fair and Advising for 2nd year practicum</td>
<td>File Candidacy Papers for May graduation</td>
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<tr>
<td>February</td>
<td></td>
<td>Interviews for 2nd year practicum</td>
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<tr>
<td>March</td>
<td>Admissions Invitations</td>
<td>Interview Day for new class (First Friday)</td>
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<tr>
<td>April</td>
<td>Deadline for Acceptance April 15th</td>
<td>If completing Master’s Report, select supervisor and topic Advising and Pre-registration for Summer and Fall</td>
<td>Submit Master’s Report at end of April. School Counseling – sign up for TExAS School Counseling Exam.</td>
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<tr>
<td>May</td>
<td>Individual Advising - Summer</td>
<td>(Graduation Party for previous cohort)</td>
<td>Graduation!</td>
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<tr>
<td>June</td>
<td>Summer Start – Session 1</td>
<td>Summer Session 1</td>
<td>Graduation Party!</td>
</tr>
<tr>
<td>July</td>
<td>Summer Start – Session 2</td>
<td>Summer Session 2</td>
<td>Eligible to take NCE</td>
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<td>August</td>
<td>Orientation/Advising - Fall</td>
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<td>September</td>
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<tr>
<td>October</td>
<td>Focus Group Meeting Advising and Preregistration for Spring Practicum Advising and Interviews for Spring</td>
<td>Focus Group Meeting Advising and Pre-registration for spring Practicum Advising for Spring</td>
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<td>November</td>
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<tr>
<td>December</td>
<td></td>
<td>File Candidacy Papers for May Graduation</td>
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FAQ’s

How do I subscribe and unsubscribe to the UT Counselor Education listserv?

Send an email to the program chair at lamoore@austin.utexas.edu or the program TA and you will be added or removed from the listserv.

What is the Counselor Education WIKI?

The WIKI page contains important information, documents, and links that you will likely want to access throughout the program. Practicum and master’s report information and course recommendations can all be accessed through the site. In addition an alumni directory is maintained for networking purposes. This site is restricted to current and past students. The link for the WIKI is http://www.edb.utexas.edu/counseloreducation/.

The WIKI can be accessed using the following web address: http://www.edb.utexas.edu/counseloreducation/index.php?title=Main_Page

The first time you log in, you will be issued a temporary password. To retrieve the password, go to the site; click the ‘login’ button, type in your username, and click the ‘email new password’ button.

Usernames are first initial and last name (e.g. John Doe = jdoe)

Where do I get my UT ID?

You can get your student ID card M-F from 8 a.m.-6 p.m. on the ground floor of the Flawn Academic Center (FAC) next to the Main Building (Tower). In order to receive an ID, you will need to present either a driver’s license or some form of federally issued identification. The cost of a UT ID is $10. This one-time fee must be paid online in addition to your tuition and fees. Your ID will be electronically validated each semester you are continually enrolled. Lost UT ID cards may be replaced for an additional $10 charge.

How do I get a UT EID?

You were issued a UT EID when you applied to the program. In order to manage the EID or to find out what your EID is, please use the link below.

https://idmanager.its.utexas.edu/eid_self_help/?findEID&qwicap-page-id=367F6BA01E1F80D6
Where do I get my books?

Most students purchase books at the bookstores located near campus. Some instructors or professors may require packets in addition to or instead of books, but these will be specified during class. The University Co-Op is located on Guadalupe across from the Union. You can also order your books on-line through their web site

www.universitycoop.com

Course book lists can be found by going to the above web address and scrolling over Textbooks & Academics and clicking Shop under Textbooks. You can click the option to compare prices to search for your books. From here, you will be redirected to a course menu, wherein you will select your courses by term and then department (most likely Educational Psychology), course number (e.g. EDP381), and last by unique number (a five-digit number assigned to each individual class). Once you have added all of your courses, click Compare prices on these course materials and your course book list will be provided with prices for new, used, and rentals.

Where is the Union?

The Union is located at 24th & Guadalupe just across from the Co-Op. The Texas Union is the hub of entertainment on campus. It is home to a food court, a campus store, the Cactus Cafe, the Union Underground with pool tables, bowling, video games and much more. For information on daily happenings, call the voice of the Union at 475-6666, or visit the Union website at http://www.utexas.edu/universityunions/.

What are my parking options?

If you purchase a "C" parking permit for an automobile or an "M" parking permit for a motorcycle during your optional fee selection using TEX, the permit will be mailed to you in early August. Students with a "C" parking permit are entitled to park in "C" parking lots during the weekday hours. During evening and weekend hours, students may park in other spaces if there is no sign saying that the space or the lot is restricted. Another option is to purchase a parking garage space in one of the garages. For more information, call 471-6661 or visit the parking website at http://www.utexas.edu/parking/parking/student/. Other parking options: find a 20 hour Graduate Research Assistantship position on campus (they typically make you eligible to purchase A passes, which means the spaces alongside the stadium), Blanton Museum Parking Garage (close to Sanchez building, $8 for the day), there are a number of pricey parking garages and lots near the Sanchez building, or you can try your luck with the pay-to-park spaces along University Ave.
What about bus service?

UT has partnered with the Capital Metro busy system to provide shuttle services. The UT shuttle buses run on all official university registration, class, and final exam dates with limited services being provided on Sundays. UT students can ride all Capital Metro mainline buses, Metrorapid, and Metrorail lines free with their validated UT student ID. All UT shuttles and Capital Metro buses are equipped with a lift that can accommodate manual and motorized wheelchairs. Schedule information is available at the Texas Union, campus libraries, and Main Building information desks. Schedule information on cassette tape is available at all Austin Library branches as well as at the Services for Students with Disabilities (SSD) area of the Student Services Building, SSB 4.206. You may also call SSD at 471-6259, or check the UT shuttle homepage at http://www.utexas.edu/parking/transportation/shuttle/.

How do I make sure my registration is complete?

Make sure that you pay your tuition and fee bill promptly. Check the University calendar for tuition payment deadlines. **Failure to pay your tuition and fee bill will result in the cancellation of your registration. You may lose your place in a class which can delay graduation up to one year.**

Where is the library?

The Perry-Castaneda Library (PCL) is located at the corner of Speedway and 21st. Hours: Mon-Thurs: 7am-2am, Friday: 7am-11pm, Saturday: 9am-11pm, Sunday: 12pm-2am Their web site is http://www.lib.utexas.edu/. Although there are many libraries on the campus, the PCL is the largest and closest to the Sanchez building.

Do I need anything special to use the library?

You do not need anything special just to go in the library during normal daytime hours. Access between 10 PM and 7 AM requires your student ID card. To use the computers, you need your UT EID and password. To check any books out, you will need your student ID card.

Where do I find out about on-campus jobs?

It is a good idea to ask around. Students using financial aid should contact Student Financial Services about the work-study program at 475-6247. The Office of Financial Services has a database of student friendly jobs on Hire A Longhorn (http://www.hirealonghorn.org/).
There is also a TEX JOBS 24-hour hotline at 495-9222. In addition, there is always a listing of job opportunities in the Daily Texan.

How long will it take me to complete the Counselor Education program?

Most people attending the Counselor Education program full-time will be finished within 2 years (summer start + four semesters and usually several summer classes). It is also common for students to take longer than 2 years.

When should I start thinking about practicum?

We will begin considering placements for the spring semester in September and October. Research and interviews for the fall or summer semesters will begin in January.

How can I find out more about a particular practicum site?

The best way to find out more about a particular practicum site is to talk to someone who has done a practicum there before. There is always an up-to-date list of where current students are placed in a binder in Suite 262 of the Sanchez building. In addition, by attending the Practicum Ice Cream Social in the fall, you can learn more about the sites from your classmates.

What is the difference between the master’s thesis and the master’s report? Is one better than the other? Why? Are we given only the option of doing the report?

The main difference between the master’s thesis and the master’s report is that with the thesis, students collect data to answer a research question, while in the report, students review and synthesize the existing literature to answer a research question. Students have the option of doing either, but most students choose the master’s report because a thesis usually takes two semesters (as opposed to one for the report), and most Counselor Ed. students find it hard to pull off a thesis in their second year with practicum and courses. Also, since the faculty members are actively involved in research, students who want to get involved in data collection are sometimes better served by joining a research group rather than doing their own thesis. The choice is up to each student.

How do I get involved in faculty research?

Counselor Education students are encouraged to seek out research opportunities with faculty. Detailed information the research interests of the faculty are posted on the departmental website. Students should always feel free to contact faculty about such opportunities. Independent study course credit is available to students who would like course credit for research.
Are there places to eat on campus?

There are lots of places near and on campus. On campus options include The Union, Dobie Mall, Jester (across the street from the PCL and Sanchez), and the Student Activities Center (SAC) have food courts and/or convenience stores. The Blanton Museum of Art has a nice cafeteria style eatery with great outdoor seating.

Is there a place to exercise on campus?

Both Gregory Gym and the RecSports Center are within 10 minutes walking distance of the Sanchez building. Your UT ID allows you entrance into both facilities. Other programs like Texercise classes or indoor rock-climbing are only a small extra fee away. Students are allowed to bring guests; guest passes are $10. For more information on the facilities, see http://www.utrecsports.org/fitness-and-wellness.

Are there lockers or places to keep my belongings on campus?

There are lockers at both Gregory Gym and the RecSports Center (although you must reserve these very early). Day lockers are available for either 25 cents and do not require you to have your own lock or for free with your own lock. There are also lockers in the PLC library.

I am in the school counseling track. How do I get certified as a school counselor?

PLEASE DO NOT CALL SBEC OR TEA. YOU WILL BE CERTIFIED THROUGH UT.

The requirements for becoming a certified school counselor in the State of Texas include:

a. the completion of a master’s degree in a counseling field (or a related field)
b. two years teaching experience (teacher of record in a k-12 public or charter school or regionally accredited private school).  
c. a passing score on the TExES (Texas Examination for Educator Standards),

Instructions for Registering for the TExES Exam:

The exam can be taken after your core courses are completed.
1) The study guide questions for the TExES can be found on the SBEC website - www.sbec.state.tx.us. Click on the standards and testing option to access study guide and testing information. After clicking on that they can find a link which says "go to Study Guides and Preparation manuals." The page will list TExES study guides. Click on School Counselor which is test #152. Download, print, and study!


3) During your final year in school, your program chair will contact Jazminne Bailey at SZB 216, at 471-3485 or at jbailey@austin.utexas.edu so that she may give you a barcode number that acts as your approval to take the examination. You will need the barcode to register. Contact Elizabeth at least 10 days before the regular registration deadline so that she may consult with Dr. Moore concerning your approval for proceeding on to testing.

4) There are two methods of registration – the written form or by internet. You will need your barcode in either case. Paper forms are available in SZB 216 and internet registration is available through the NES website at www.texes.nesinc.com.

**Instructions for Filing for Certification:**

Upon completion of your coursework and satisfactory completion of the TExES exam, file for certification. Instructions for filing for certification are available at: http://www.edb.utexas.edu/education/certification/certfaq1.php

Certification requirements for every state can be found on the American School Counselor Association’s website, at: http://www.schoolcounselor.org/content.asp?contentid=242.

**How do I get certified as a Licensed Professional Counselor (LPC)?**

The following is the current process for obtaining your LPC-Intern license in Texas. This is subject to change.

**Step 1: Graduate!**

- Note: Before you complete your practicum, ask your supervisor to sign the Practicum Documentation form. You can count your practicum hours above and beyond the 300-hour requirement towards the LPC required hours up to a maximum of 400 hours, so keep track of your practicum hours! The Board determines how many of the extra hours will count towards direct and how many towards indirect.

**Step 2: Apply to take the National Certification Exam (NCE) at** http://www.nbcc.org/nce.

- You have to graduate before you can apply to take the NCE.
Apply to take the NCE online. Print and fill out the application. Send this in with a check for $185.00 and your official sealed transcript (Note: Your transcript must say “graduated.”

Make a copy of the application for your records.

After approximately 3 weeks, you will then receive a letter that you are approved to take the exam. The NCE exam is offered for the first week of every month.

Step 3: Take the Jurisprudence Exam for Professional Counselors at http://www.dshs.state.tx.us/counselor/lpc_jurisprudence.shtm. The exam costs $40.00. After completion, print your certificate to include in your application packet.

Step 4: After you take and pass the NCE, gather the following documentation for your LPC-Intern application packet:

- Official sealed transcript
- Jurisprudence Certification of Completion
- Practicum Documentation Form
- Supervisor Agreement Form (You will need to find a supervisor if one is not available through your place of work; Good Supervision provides a variety of articles regarding finding and making the most of supervision)
- The LPC-Intern Application Fee

Step 5: Mail the completed packet (Certified Mail recommended) to:

Texas State Board of Examiners of Professional Counselors – Mail code 1982
P.O. Box 149347
Austin, Texas 78714-9347

If you have questions, you may contact NBCC at 336-547-0607 and the LPC Board at 512-834-6658. Once you have submitted your application for license, expect 3 to 4 weeks to get your license number.

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