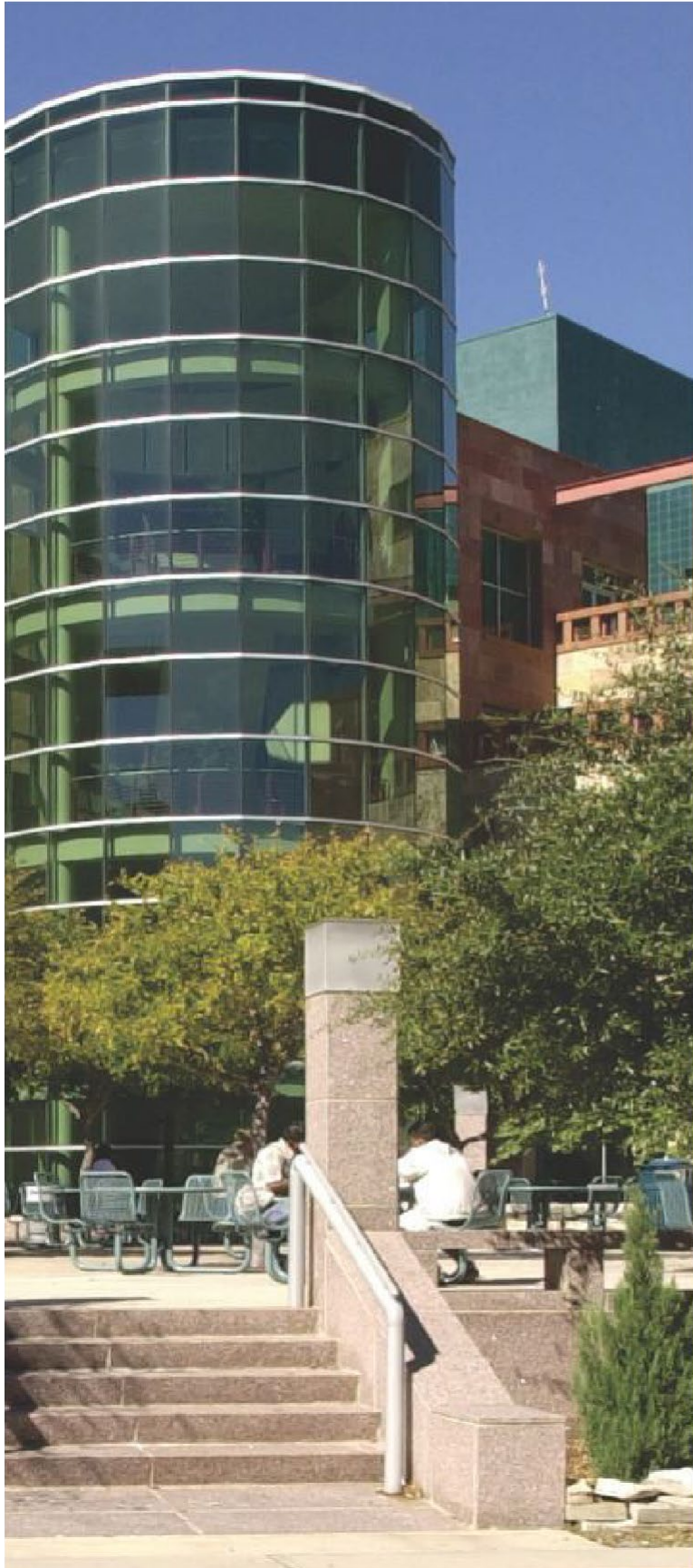


The University of Texas at San Antonio



Master of Education in School Counseling

Program Handbook *2022-2023*

Department of Counseling

501 W. César E. Chávez Boulevard

San Antonio, Texas, 78207
210-458-2600

diversity. creativity. development.

Master of Education in School Counseling Program Handbook

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Revised 1/23

WELCOME

Welcome to the University of Texas at San Antonio's Counseling Program! We hope your work with us will be fulfilling, growth-fostering, and meaningful. The program is thriving in depth and scope, and we are pleased to have you join us at this very exciting time in the program's development. Within this handbook you will find much of the information you will need regarding program criteria, contact information, and expectations. We hope you will find it useful.

PURPOSE

The purpose of this handbook is to provide you with basic information about program curricula, degree requirements, advising, and other related professional concerns. While this information is intended to facilitate smooth and orderly progress toward degree completion, the information in this handbook is also subject to periodic revision. You are strongly advised to consult the program website and your MyUTSA e-mail account for updates on relevant changes in program and university policies.

INTRODUCTION

The Counseling Program is in the Durango Building at the Downtown Campus (DB 4.122). The Master of Education degree in School Counseling provides coursework leading to certification as a Professional School Counselor. The Counseling Program also offers the Doctor of Philosophy degree in Counselor Education and Supervision. This degree prepares you for advanced work as a practitioner, counselor educator, and/or supervisor. The focus of this manual is on the needs and requirements of students fulfilling a Master's of Education degree in School Counseling. A manual outlining the requirements for doctoral studies can be found at the departmental office and will be posted on the departmental website.

1.1 Counseling Program Mission

The mission of the University of Texas at San Antonio's Counseling Program is to prepare multiculturally competent professional counselors and counselor educators who demonstrate the necessary counseling knowledge, skills, identity and scholarship, and for those seeking advanced studies, supervision and teaching competencies to enrich the quality of all peoples' lives. The program emphasizes creativity and diversity, as well as developmental and relational processes.

OBJECTIVES

1.2 Program Objectives

Department Mission Based Student Learning Objectives (MBO):

At completion of the counseling program, students will be able to:

- 1) Articulate a conceptualization of client/student presenting concerns from a strength-based perspective founded on contextual factors (e.g., developmental, relational, and multicultural).
- 2) Describe how relational and diverse contextual factors may contribute to presenting problems.
- 3) Discuss how relational competencies (i.e., authenticity, mutuality, honesty, empathy) affect counselor/client/student development.
- 4) Describe how to creatively and effectively integrate contextual resources and client/student strengths during the counseling process.

- 5) Demonstrate inclusive communication when describing clients/students (e.g., understanding and appropriately using people/person-first language or identity-first language, avoiding labeling clients/students).
- 6) Demonstrate the ability to convey to the client/student their counseling progress.
- 7) Demonstrate [multicultural and social justice counseling competencies](#) in the counseling process.

1.3 School Counseling Objectives

In addition to the basic objectives previously listed, students completing the program with a specialization in School Counseling will:

- Demonstrate the competencies required to work with all students K-12 individually or in groups to address their personal, social, academic, and career development.
- Demonstrate consultative and coordinating competencies required to work with parents, educators, other professionals, and community stakeholders collaboratively to address the developmental needs of all students.
- Demonstrate knowledge of the role and function of the professional school counselor, including professional standards and behaviors as described in Texas Education Agency's Comprehensive and Developmental Guidance and Counseling Program and the American School Counselor Association's National Standards for School Counselors.
- Demonstrate the competencies necessary to conduct research and use assessment data in order to develop, implement, and maintain a data-driven comprehensive and developmental guidance program.

COMMITMENT TO DIVERSITY

The Counseling Program recognizes the importance of addressing the needs of a progressively growing diverse population. To that end the program strives to increase the educational opportunities of diverse student populations and to create an atmosphere where the values and concerns of racial and ethnic minorities and diverse populations receive attention and respect. These issues are integrated into courses throughout the curriculum. The program also offers specific courses toward this end.

MASTER OF EDUCATION DEGREE IN SCHOOL COUNSELING

1.4 School Counseling Specialization

The School Counseling specialization is designed to prepare you to function as a school counselor in public and private schools. Additionally, to obtain certification as a professional school counselor in Texas, you must apply to UTSA School Counselor Certification Program, complete 2 years of teaching, earn your master's degree, and pass a state examination. For more information on school counseling requirements, please contact Dr. Brenda Jones (Brenda.Jones@utsa.edu) and Kristina Talamantez (Kristina.Talamantez@utsa.edu).

Requirements vary from state to state. If you are planning on relocating to another state, we urge you to research the requirements for the state to which you will relocate.

1.5 Summary of Degree Specializations

School Counseling Specialization (60 semester credit hours - [See Appendix 1](#)):

- Twenty Core Courses, No Electives

JOB OUTLOOK FOR GRADUATES

If you are interested in learning more about career opportunities in counseling, please consult the representatives at the Career Planning Services. Their contact information includes:

Downtown Campus: 210-458-2910 or onsite at MNT 1.162
1604 Campus: 210-458-4589 or onsite at UC 2.02.04

U.S. Department of Labor, Occupational Outlook Handbook, 2022:
<https://www.bls.gov/ooh/community-and-social-service/school-and-career-counselors.htm>

CHI SIGMA IOTA

The international honor society of professional counseling, Chi Sigma Iota (<https://www.csinet.org/>), has a local chapter, Sigma Alpha Chi, at The University of Texas at San Antonio. Chapter membership is open to students who have completed at least 9 semester hours of coursework in a counseling degree program. Students must also have attained a 3.5 GPA at the time of application. The chapter sponsors continuing education, social, and professional activities throughout the year. Please contact the chapter advisor, Dr. Brenda Jones at: Brenda.Jones@utsa.edu for more details.

ADMISSIONS STATUS

In accordance with the policies of the Office of Graduate Studies, students are admitted to the department as follows:

1.6 Admission

Applicants must hold a 3.0 GPA during the last 60 hours of their undergraduate studies to be eligible for clear admission to the counseling program. Applicants with a GPA between 2.70-2.99 may be accepted into the program on a probationary basis. Applicants without adequate background for counseling will be required to take COU 3103 Helping Skills and, at the discretion of the admission committee, complete up to 15 additional hours of preparatory courses as a condition of admission. One or more letters of recommendation, a written statement of goals, and a personal interview may be required. Interested persons should contact the Student Development Specialist for the Counseling program or check the web site for more information. The number of students admitted to this program may be limited.

ACADEMIC ADVISEMENT

Advising information will be posted on the departmental website and distributed through your MyUTSA email account. Please make sure to activate your account and check it regularly. You are responsible for becoming familiar with university and program requirements, meeting degree requirements, following policies and procedures, and meeting all deadlines. We encourage you to examine the graduate catalog, the Information Bulletin, and the Counseling Program website to learn more about program policies, procedures, and deadlines.

If you have consulted these resources and need further advising, please contact our Student Development Specialist, Kristina Talamantez at Kristina.Talamantez@utsa.edu. She can clarify questions related to admissions and other academic issues (i.e., degree requirements, certification requirements, policies and procedures, applications for practica and internships, petitions for reinstatement, course transfer information, and other academic advising issues). Please email her with your questions. She will schedule an appointment to meet with you if needed.

You will be assigned an academic advisor upon admission. If an academic issue arises between advising periods that the Student Development Specialist cannot assist you with, please e-mail your advisor with your inquiry. Please keep in mind that your advisor is a faculty member who teaches courses during day and evening hours. Furthermore, faculty members work on a nine-month contract. Consequently, they are not always available during regular business hours, nor are they available after final examinations, during Christmas breaks, in between semesters, and during the summer sessions.

Occasionally, students request a change of academic advisor. Request forms are available in the department office (DB 4.122). Obtain a form, secure the approval of the new advisor, and return it to the Student Development Specialist. Every effort will be made to match your needs with a faculty advisor who can address them.

ENROLLING IN COURSES

1.7 How to Register for Courses

You may register for courses and check course schedules and grades using UTSA's student information system. You do so by accessing the Automated Student Access Program (ASAP) at <http://asap.utsa.edu>. Students are urged to access ASAP immediately to establish a Personal Identification Number (PIN) in order to utilize ASAP as needed.

Graduate students who have been admitted to the program and are in good standing are eligible for registration. You may register for classes up to two years following your last semester of enrollment. Refer online to ASAP (<http://asap.utsa.edu>) for registration procedures.

Registration instructions are included in the Schedule of Classes each semester. Questions regarding registration should be directed to the Office of the Registrar at (210) 458-8000 or the Enrollment Services Center at (210) 458-8000.

UTSA does not guarantee the availability of particular courses or sections. Furthermore, classes may be cancelled if the minimum numbers of seats in a class have not been filled. Also, classes have a maximum number of seats that can be filled per course. Please check ASAP to find the latest information on course availability.

1.8 Late Registration

Late registration information is available online each semester. Instructions for late registration are available at <http://www.utsa.edu> or the Office of the Registrar. Students are not permitted to register after the close of the late registration period.

When you register late the course selection may be limited.

1.9 Adding Courses

You may add courses to your schedule for a limited time at the beginning of the semester. Refer to ASAP (<http://asap.utsa.edu>) for adding procedures. You may not add courses after the Census Date.

The Fall and Spring Census Date is the 12th class day, while the Census Date for the Five- and Ten-Week Summer Sessions is the 4th class day.

The University Calendar, found in the Schedule of Classes, is available online each semester. The calendar includes relevant information. It can be found at <http://asap.utsa.edu>.

Please remember that you will be assessed a processing fee for adding courses. You may wish to refer to the Schedule of Classes for information on the fee amount and the procedure for adding courses at (<http://asap.utsa.edu>).

1.10 Dropping Courses

You have a limited time each semester during which you may drop a course. Please refer to ASAP (<http://asap.utsa.edu>) for dropping procedures. The University Calendar in the Schedule of Classes lists drop dates for each semester.

Students who drop courses between the Census Date and the final withdrawal date will receive a "W", which will be reflected on their transcripts. The final withdrawal date is the last day of the ninth week in the fall and spring semesters. Please note, however, that the final withdrawal date is the last day in the third week during a five-week summer term and the last day of the sixth week during a 10-week summer term.

The course change becomes official after it is processed by the Office of the Registrar.

IT IS THE STUDENT'S RESPONSIBILITY TO DROP A COURSE BY THE APPROPRIATE DEADLINE. FACULTY AND STAFF WILL NOT DROP A STUDENT FROM A COURSE FOR NONATTENDANCE; THE STUDENT MUST INITIATE THE PROCESS AND COMPLETE ANY NECESSARY STEPS TO ENSURE THAT THE CLASS IS DROPPED. IF A STUDENT FAILS TO DROP A COURSE, EVEN IF THE STUDENT DOES NOT ATTEND THE COURSE, SHE OR HE WILL RECEIVE AN "F" IN THE CLASS.

Courses officially dropped before the Census Date will not appear on your transcript. The Fall and Spring Semester Census Dates fall on the 12th class day, while the Census Date for the Five- and Ten-Week Summer Sessions is the 4th class day.

You may not drop a course after the Census Date unless you have the approval of the course instructor and the Dean of the college in which you are enrolled; and then, only for urgent and substantiated, non-academic reasons. If you are withdrawing from the University, please refer to the section entitled Withdrawal from UTSA in the Graduate Catalog (<http://www.utsa.edu/gcat>).

1.11 Cancellation of Enrollment

If you fail to fulfill admission, registration, or financial requirements, or if you otherwise fail to adhere to academic regulations or admission conditions, your enrollment for the semester

may be canceled. You may apply for readmission in a subsequent semester provided you have resolved the cause of cancellation.

1.12 Withdrawal from UTSA

If you find it necessary to withdraw from UTSA (drop all courses for which you are enrolled during a specific term), you must complete a Withdrawal Form in the Enrollment Services Center. Students who officially withdraw from UTSA during the regular drop period will receive a grade of "W" in all classes.

The drop period includes:

The first nine weeks - fall and spring semesters

The first three weeks - five-week summer term

The first six weeks - 10-week summer term

Students who officially withdraw after the drop period receive a grade of "W" for each class they are passing at the time of withdrawal and a grade of "F" for each class they are not passing.

If you withdraw from all classes, you will be subject to the UTSA's academic probation and dismissal regulations. Please refer to the Graduate Catalog (<http://www.utsa.edu/gcat>) for the regulations on refunds of tuition and fees, readmission policies, and requirements for maintaining registration.

1.13 Procedure for COU 6953 Independent Study

COU 6953 Independent Study is offered for one- or three-hour credit. Independent studies should not be used as a substitute for class work, as the class process is generally necessary for satisfactory completion of course requirements.

Securing independent studies is not guaranteed. Faculty members must agree to participate in an independent study process and do so given time availability and a match in their area of expertise. Securing an independent study during the summer term can potentially become problematic for a student because the faculty is not on contract during the summer. However, you may consult with a faculty member on their availability.

After making arrangements with a faculty member to conduct an independent study, you must complete an Independent Study Form, available at the department office, DB 4.122, and provide a syllabus for the course. The syllabus requires a description of the proposed topic to be studied, description of required work, and schedule of events. The independent study form also requires the signatures of the student, instructor, Graduate Advisor, Department Chair, and Dean. Please return the completed form and syllabus to the Office of the Registrar. The Office of the Registrar will then notify you of registration procedures.

1.14 "Hold" on Registration

If you have a "hold" on your registration, you cannot complete the registration process until the hold is cleared. This hold may involve parking fines, library fines, outstanding tuition fees, student housing rent, or other fees or fines. This debt must be paid and deferment must be received by the Office of Fiscal Services in order to process your registration.

1.15 Transferring Course Work

If you have any questions regarding transferring courses from another institution, you may consult with the Student Development Specialist. Transfer credits are also subject to

approval by the academic advisor and the Office of Graduate Studies. Students may transfer up to 6 credit hours of coursework. If you are transferring course work from another institution in the University of Texas system, you may transfer up to 50% of your completed courses.

1.16 Special Graduate Students

A special graduate student is admitted to UTSA for the purpose of enrolling in master's level and/or undergraduate courses without currently entering a degree program. For additional information about special graduate student admissions, refer to the Graduate Catalog (<http://www.utsa.edu/gcat>). A maximum of 12 semester credit hours earned as a special graduate student may be applied toward a graduate degree. The department considers requests for special graduate student status on an individual basis.

For non-degree seeking student qualifications, refer to the Graduate Catalog (<http://www.utsa.edu/gcat>). Non-degree seeking graduate students may register for any graduate or undergraduate course for which they have the necessary prerequisites, provided space is available and they have the approval of the course instructor. If you wish to take a graduate course in another discipline, you must obtain the approval of an authorized representative from that discipline.

Some courses in the program curriculum may utilize digital delivery (online) methods and tools. The courses may incorporate technology platforms (e.g., Zoom, Blackboard, Microsoft Office, Office 365). Students do not incur additional costs for using technology within the courses. Technical support services are offered to students through the University's Office of Digital Learning and Academic Innovation (<https://odl.utsa.edu/support/technical-support/>). During new student orientation, expectations relating to navigating digital delivery course components are discussed, including learning management system (Bb), ASAP, setting up UTSA email, authentication process, and program website.

STUDENT EVALUATION OF FACULTY

We suggest that you communicate with your professors throughout your course work on specific needs and concerns. In fact, the Student Fitness to Practice Policy includes your ability to address difficulties with your peers and professors as they arise. As a result, we do not recommend that you wait until the end of your semester to voice your concerns, nor do we suggest that you voice concerns anonymously. Becoming a counselor means you learn to negotiate concerns directly and appropriately. You will be evaluated on your ability to do so.

However, you will be offered an opportunity to formally evaluate courses and instructors at the end of each semester or session. We ask that your evaluations are objective and facilitative, and submitted with a spirit of constructive reflection. The evaluations are processed by a national firm and the scores and comments are mailed back to individual faculty, the Department Chair and the Dean.

Evaluations are anonymous and instructors receive the compiled information on their courses after all grades are turned in. Student evaluations may be considered in evaluating professional competence when faculty members are reviewed for tenure, promotion, and merit distributions.

WRITTEN ENDORSEMENT POLICY

Permission should be sought and secured by students prior to formally identifying a faculty member as a reference. Counselors-in-training and graduates seeking endorsements, letters of recommendation or reference, credentialing, and/or employment letters should provide the

respective faculty member(s) two weeks written notice. Students should provide faculty members with relevant information and documents about the endorsement including, but not limited to job description, addressee, curriculum vitae, and relevant enrolled courses. The counseling faculty believes that it is their professional duty to only endorse or recommend a student or graduate for employment opportunities, licenses, certifications and/or other credentials to which the individual is adequately prepared through knowledge,

training and experience. In other words, an individual should not expect any counseling faculty to recommend or verify training, experience, or expertise that the individual does not possess or to which the faculty do not have personal knowledge. However, counseling faculty will advise, teach and supervise and make every appropriate effort to help the student obtain the knowledge, skills and experience that would be most beneficial to the student professionally. The faculty is also required to follow the procedures and agreements of the various licensing and certifying bodies (e.g., DESE, NBCC, Licensing boards). It is also expected that students and graduates become familiar with these procedures before requesting endorsement.

ETHICAL STANDARDS

You are expected to abide by the ethical standards associated with your field of practice. Ethical standards developed by the American School Counselor Association are available online at:

www.schoolcounselor.org

You are also responsible for adhering to the University's Student Code of Conduct and the Student Rights and Responsibilities section of UTSA's Information Bulletin.

<http://catalog.utsa.edu/informationbulletin/appendices/studentcodeofconduct/>

FITNESS TO PRACTICE POLICY

Admission to the program does not guarantee fitness to remain in the program; only students who meet program standards will be allowed to continue in the program. Every student will be evaluated on fitness to practice at least twice - when enrolled in Introduction to School Counseling and Development of Counseling Skills. If areas are identified which prohibit your ability to practice, these areas will be discussed with you, documented, and when necessary, a plan of action will be formulated ([See Appendix 3](#)). The only exception to this process would occur if your behavior were judged to be unethical or egregious, in which case you are subject to immediate dismissal from the program without a plan of action.

Please refer to the Handbook of Operating Procedures for a detailed outline of the due process procedures related to this policy <http://utsa.edu/hop/chapter5/5-17.html>

You may also refer to the department website to view the Fitness to Practice Evaluation form at http://education.utsa.edu/counseling/fitness_to_practice/

RETENTION POLICY

The Counseling Program has a responsibility to the public and to the appropriate national and state professional associations to evaluate student ability and willingness to meet academic and interpersonal standards of conduct. These standards are set forth in the University Student Code of Conduct and in the professional literature. Please be aware that these standards require practitioners to prevent personal problems and conflicts from harming a client or interfering in effective treatment and stipulate that practitioners must practice within their bounds of competence.

Student adherence to these standards will be continuously monitored by program faculty through course work, advising, or other professionally related interactions. Should faculty become concerned about a student's conduct in the course of professional interactions, they will request time to discuss their concerns at the next faculty or training committee meeting.

Following discussion of a student's conduct, the faculty member may fill out a Fitness to Practice form and a committee will be formed to meet with the student. Committee recommendations may include, but are not limited to, taking no action, educational remediation within the department, or dismissal. Educational remediation within the department may include assisting the student in identifying a more appropriate alternative career choice. University sanctions may include, but are not limited to, written warnings, reprimands, behavior contracts, probation, or suspension and/or dismissal from the university.

Students may appeal the decision of the committee to the Graduate Advisor of Record. If the student wishes further appeal, he, or she may contact the Department Chair.

STUDENT GRIEVANCES

In resolving any student grievance regarding grades, evaluations or other academically-related concern or incident regarding a faculty member, the student must first make a serious effort to resolve the matter with the faculty member with whom the grievance originated. It is University policy that individual faculty members retain primary responsibility for assigning grades and evaluations. The faculty member's judgment regarding grades and evaluations is final unless compelling evidence shows discrimination, differential treatment, factual mistake, or violation of a relevant University policy. In resolving a student grievance regarding other academically-related issues involving a faculty member, the student must follow the same process as used when grieving a grade or evaluation. If the matter is not resolved, the student may file a formal grievance, in writing, with the Department Chair ([Academic and Grade Grievance Form](#)). The student must file the grievance with the Department Chair within 90 calendar days from the end of the semester in which the grade was assigned or the other concern or incident occurred. For more information and instructions on the student grievance policy and process, go to the Student Policies website: <https://catalog.utsa.edu/policies/administrativepoliciesandprocedures/studentgrievances/>

STUDENT RIGHTS AND RESPONSIBILITIES

Please refer to the current UTSA Information Bulletin. The Student Code of Conduct can be found online at <http://www.utsa.edu/infoguide/appendices/b.html>

ADVISING SHEETS

Advising sheets are available on the department website at http://education.utsa.edu/counseling/helpful_links/ and in the department office (DB 4.122). Students are responsible for the accuracy of their advising sheets and should check with the Student Development Specialist if they are uncertain about any program requirements. Failure to include all courses required for a particular area of study may delay your graduation or create licensure or certification problems.

Completing the advising sheet is an important initial step in seeking the master's degree. It is developed in consultation with an academic advisor. This can be arranged during Advising Week. You must be admitted to the department before an advising sheet can be completed. After an advising sheet is reviewed and signed by you, a copy of the form will be placed in your file. The advising sheet is audited during the semester you apply for graduation and can become a part of various licensure and certification applications. Therefore, please keep a copy of your advising sheet.

1.17 Master of Education in Counseling with a Specialization in School Counseling

I. Background Requirements (if applicable)

II. Required courses (60 hours):

COU 5103 Introduction to School Counseling
COU 5213 Counseling Theories
COU 5223 Clinical Assessment and Appraisal Strategies for Counselors
COU 5233 Group Theory and Process
COU 5243 Diagnosis in Counseling
COU 5253 Child and Adolescent Counseling in a Systemic Context
COU 5283 Counseling in Multicultural Settings
COU 5393 Development of Counseling Skills
COU 5683 Practicum in Counseling (100 hrs.)
COU 5793 School Counseling Internship I (200 hrs.) *
COU 5803 School Counseling Internship II (200 hrs.) *
COU 5813 School Counseling Internship III (200 hrs.) *
COU 6153 Career Development and Choice
COU 6003 Consultation and Program Evaluation
EDU 5003 Research Methods in Education
EDP 5033 Human Development across the Life Span
COU 5113 Ethical and Legal Issues in Counseling
COU 5613 Biopsychosocial Aspects of Addiction
COU 6523 Couples and Family Counseling
COU 6883 Trauma, Crisis, & Grief Counseling

Please refer to the following advising sheet for additional information:
<http://education.utsa.edu/counseling/>

* Under special circumstances, students who are not employed by a school district full time may complete their fieldwork (internships) in two semesters instead of three. Students who are eligible for this option must contact their advisor 6 months prior to starting School Counseling Internship I.

All School Counseling students will be required to complete a qualifying examination through a professional portfolio during their Internship courses (COU 5793, COU 5803, and COU 5813). The purpose of the portfolio is to document student's work and achievements during their graduate counseling program experience and is completed progressively throughout the internship courses.

III. School Counseling Portfolio Requirements

The purpose of an Internship Portfolio is to provide you with:

- An educational tool to document your experiences, learning, and reflections in order to assess your learning and growth from the start of internship to the end.
- A marketing tool to document your skills and competencies to your employer for the purpose of enhancing your job search at the end of your academic program.
- A resource that you can refer to during your career and one that lays the foundation for your future growth.

The purpose of a portfolio is to document your work and achievements during your graduate counseling program experience. It provides a comprehensive picture of your performance as a counseling student. Use your creativity to showcase your accomplishments and the developmental, prevention, and intervention activities you have planned and used during your internship to assist students with the educational, career, and personal/social development. Your portfolio helps you organize all you have done and accomplished during your internship and assists when marketing yourself for jobs.

Organize Your Portfolio:

1. Archive documents to demonstrate your progress and increased mastery in the eight school counselor competencies utilized in the four program delivery components.
2. Be creative and think of examples of your own work that you would like to archive for future reference. Include meaningful, relevant, and attractive examples of your work.
3. Organize your portfolio in a way that will be useful to you in the interviewing process and on your first counseling job.

Your portfolio should be in a loose-leaf format and will include evidence of your achievements in the different professional school counseling competency domains and comprehensive school

counseling program components. It must include evidence of your learning experiences as you progress through the three internships required in the school counseling program.

A. In the Internship I course; students will complete and include evidence in the portfolio of the following activities addressing identified competency domains and the related program components.

1. Program Management:
 - Foundational Components (development of a program mission statement, rationale, definition, assumptions, and goals.)
 - Program Design Priorities (process for selection of program goals, priority clients, program content areas, counselor competencies, program components)
 - Program Calendar Development (activities by component and related competencies required)
 - Sample Job Description
 - Program Brochure (School Counseling, CACREP Section 5G. 1. b., c., d., e.; 2. a., b., c., d., e., f., g., i., j., k., l. m., n.; 3. a., b., c., d., e., f. g., h., i., j., k., l., n., o.)
2. Guidance
 - Classroom Guidance Plan (planned lesson, supporting materials, results evaluation using multiple sources in preparation for required observation) (School Counseling, CACREP Section 5G. 1., b., c., d., e.; 2. A., b., c., d., e., f., g., i., j., k., m., n.; 3. A., b., c., d., e., f., g., h., i., j., k., l., n., o.)
3. Counseling
 - Evidence in the Program Calendar that individual and group counseling services were provided (School Counseling, CACREP Section 5G. 2., b., f., g., n.; 3. d., e., f., g., h., i., j., k., l., n., o.)
4. Professional Behavior/Professional Standards
 - Counseling Philosophy Paper (theoretical orientation, nature of client change, ethical/legal issues, counselor professionalism, etc.) (School Counseling, CACREP Section 5G. 2., b., c., d., e., f., g., m., n.; 3. c., d., e., f., g., h., i., j., k., l., n., o.)

B. In the Internship II course, students will complete and include evidence in the portfolio of the following activities addressing identified competency domains and the related program components.

1. Counseling:
 - Case Presentation (following format provided in Internship II class)
 - Group Counseling Plan-planned activity(ies), supporting materials, results evaluation using multiple sources in preparation for required observation
 - Evidence in the Program Calendar that individual and group counseling services were provided (School Counseling, CACREP Section 5G. 2., b., f., g., n.; 3. d., e., f., g., h., i., j., k., l., n., o.)
2. Coordination:
 - Referral-demonstrate use of referral process in case presentation as appropriate (School Counseling, CACREP Section 5G. 2. a., b., e., g., i., k., m., n.)
3. Consultation:
 - Community Involvement Activity (include supporting documents such as pictures, agendas, and handouts, of your participation and leadership in parent education, advisory boards, parent-teacher organization related service, etc.) (School Counseling, CACREP Section 5G. 2. a., b., e., g., i., k., m., n.)
4. Student Assessment:
 - Demonstrate the collection, review and use of relevant background data in Case Presentation (School Counseling, CACREP Section 5G. 1., e.; 3. n., o.)
5. Professional Behavior:
 - Professional Development Plan-develop and submit based on the summative evaluation received in COU 5793-School Counseling Internship I (School Counseling, CACREP Section 5G. 2., b., c., d., e., f., g., m., n.; 3. c., d., e., f., g., h., i., j., k., l., n., o.)

C. In the Internship III course, students will complete and include evidence in the portfolio of the following activities addressing identified competency domains and the related program components.

1. Counseling:
 - Evidence in the Program Calendar that individual and group counseling services were provided (School Counseling, CACREP Section 5G. 2., b., f., g., n.; 3. d., e., f., g., h., i., j., k., l., n., o.)
2. Program Management:
 - Comprehensive Program Evaluation (including program audit; process evaluation data; results data from activity addressing unmet campus needs; site supervisor's summative evaluation for final semester; and completed Professional Development Plan-Part 2). (School Counseling, CACREP Section 5G. 1. b., c., d., e.; 2. a., b., c., d., e., f., g., i., j., k., l. m., n.; 3. a., b., c., d., e., f. g., h., i., j., k., l., n., o.
 - Mock Interview (articulate comprehensive guidance program purpose, design, implementation, and evaluation, and articulate professional school counselor competencies and their use in program delivery to a panel of area school district directors of guidance programs). (School Counseling, CACREP Section 5G. 1. b., c., d., e.; 2. a., b., c., d., e., f., g., i., j., k., l. m., n.; 3. a., b., c., d., e., f. g., h., i., j., k., l., n., o.
3. Consultation
 - Consultation Plan-choose either developmental or remedial consultation; document process and materials and results evaluation used in preparation for required observation (School Counseling, CACREP Section 5G. 1., b. c., e.; 2. a., b., c., d., e., f., g., i., j., k., l., m., n.; 3. a., b., c., d., e., f., g., h., i., j., k., l., n., o.

4. Professional Behavior
 - Diversity Leadership/ Advocacy Activity and Evaluation
 - Personal Recognition (notes of gratitude, news clippings, etc.)
 - Technological and other Communication Skills (e.g., power point and video presentations)
 - Professional Memberships, Conferences, Workshops, Awards, Recognitions
 - Professional Goals for entry into the counseling profession. (School Counseling, CACREP Section 5G. 1. b., c., d., e.; 2. a., b., c., d., e., f., g., i., j., k., l., m., n.; 3.a., b., c., d., e., f., g., h., i., j., k., l., n., o.

D. Career Planning:

The following items should be included in the portfolio the final internship semester (You may want to use UTSA career services for assistance).

1. Cover Letter
2. Updated Resume (include reference to graduate ~~research completed~~)
3. Updated Transcript
4. References

(School Counseling, CACREP Section 5G. 1. b., c., d.; 2. a., b., c., d., e., f., j., l., n.; 3. a., b., c., d., e., f., g., h., i., j., k., l., n., o.

E. Wellness Plan:

In the Internship I course; students will develop a wellness plan. The wellness plan will outline the counselor-in-training's strategies for self-care during the Internship course sequence. The wellness plan should be updated and amended as strategies are implemented for what worked and what did not. Handouts will be provided. (School Counseling, CACREP Section 5G. 2. A., b., c., d., e., f., j., l., m., n.

1.18 Students with Special Needs

Students requiring special considerations due to a disability should contact the Office of Disability Services (Downtown Campus, 210- 458-2945, <http://www.utsa.edu/disability>). The Office of Disability Services will provide the necessary documentation and support for students needing accommodations to successfully participate in the program.

You must re-take the examination if you fail to pass it. If you fail the examination three times, a committee will meet to review your file, and will instruct you on your options. It is important to note that you will take subsequent examinations after graduation if you plan on becoming a licensed professional counselor or a certified school counselor. Mastery of these exams, then, becomes particularly important to your professional career.

NATIONAL COUNSELOR EXAMINATION (NCE)

As a CACREP-accredited program, the Department of Counseling is eligible to offer the National Counselor Examination (NCE) to students. In order to be eligible to take the NCE, students must be well advanced in their program of study. At a minimum, they must have completed coursework in six of the eight required subject areas and be enrolled in the final two during the semester of the exam.

In addition to taking the NCE, through this program students apply for the National Certified Counselor (NCC) credential. This is the only professional credential that students can apply for before graduation. For more information on the benefits of the NCC credential, visit the National Board of Certified Counselor's (NBCC) website at <http://nbcc.org/>

The NCE is offered once each Fall and Spring semester. The exam consists of 200 multiple-choice questions covering each of the eight CACREP core areas. These core areas are: human growth and development, social and cultural foundations, helping relationships, group work, career and lifestyle development, appraisal, research and program evaluation, and professional orientation and ethics.

Taking the NCE through UTSA is strictly voluntary and is not a required program activity. The semester prior to each examination, an email will be sent to all students with instructions explaining the application process.

PRACTICUM AND INTERNSHIP

Educators realize that professional preparation requires an appropriate mix of classroom work and "hands-on" experience. Thus, the curriculum has been developed to provide a balance between "theory and practice classes" and practical training. Many courses offer opportunities to apply concepts in practical ways. For example, students studying psychological assessment may complete, score, and interpret their own results on assessment instruments. The counseling skills course makes extensive use of simulation activities. Such activities as role-playing may be used in these and other courses.

The SFCC website contains a link with information related to clinical experiences:
<https://education.utsa.edu/research-service-centers/sarabia-family-counseling-center/>

Toward the end of the program, students move from simulation exercises to contact with clients from the community by participating in the master's level practicum and internship courses. Enrollment in these courses requires prerequisites and an application initiated by the student.

Applications will be available in the Department of Counseling office (DB 4.122) and can be downloaded from the departmental website. Applications must be returned prior to the scheduled deadline. Application dates will be posted on the website and sent to students via their MyUTSA e-mail account.

Applicants are typically notified of their standing within one week after the application deadline, which is noted on the application. A list of approved sites is available in the department office.

It is important that you select the best and most appropriate practicum or internship site for your interests and future professional goals. Care should be exercised to insure the "fit" between student and site. The prospective practicum student should become aware of expected duties and responsibilities of the position, as well as opportunities for education and growth. Each site must be approved by the Counseling Program Clinical Director. In addition, on site supervisors must have a master's degree in counseling or a related field and at least 2 years of clinical experience. For those doing their Practicum/Internship experience in a school setting, supervisors must be Texas State Certified as a Professional School Counselor as well as have 2 years of experience. No exceptions to this rule will be made. Supervisors must be onsite.

1.19 School Counseling Time Requirements

The Counseling Program time requirements follow the recommendations set forth by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), which require a minimum of 700 hours in these courses. Please contact the Clinical Director regarding any questions related to this issue at (210) 458-2600.

School Counseling. School counseling practicum and internship requirements will consist of a 100-hour practicum and three 200-hour internships. All internships must be completed

in a school setting and supervised by an on-site Texas Education Agency (TEA) Certified School Counselor. Please contact the Student Development Specialist, Ms. Kristina Talamantez, for more information.

1.20 General Responsibilities of the Practicum and Internship Student:

Each student must:

- Complete criminal background checks as required by his/her practicum or internship site.
- Obtain and submit proof of student liability insurance.
- Maintain highest ethical standards and adhere to the ACA ethical standards at all times. Ethical breaches may be grounds for dismissal from the counseling program.
- Comply with the Student Fitness to Practice in the College of Education and Human Development policy, available on the department website ([https://education.utsa.edu/pdfs/Fitness to Practice Policy 2012-2.pdf](https://education.utsa.edu/pdfs/Fitness%20to%20Practice%20Policy%202012-2.pdf)) and the Handbook of Operating Procedures (<https://www.utsa.edu/hop/chapter5/5.17.html>).
- Improve performance in response to feedback from supervisors.
- Be consistent with customs in the school or agency regarding grooming, punctuality, dependability, etc.
- Complete specified documentation, such as a log, case study, and counseling session summaries according to the time schedule on the appropriate course syllabus. All documentation should be typed and written in a professional and thoughtful manner.
- Treat all client-related material confidentially within appropriate legal and ethical guidelines.
- Demonstrate competence in the following areas:
 - a. School Counseling Program Management
 - b. Guidance
 - c. Counseling
 - d. Consultation
 - e. Coordination and Referral
 - f. Student Assessment Interpretation
 - g. Professional Behaviors
 - h. Professional Standards
- Make and keep copies of all assignments, evaluations, practicum logs, et cetera that have been turned into the professor. Students are responsible for maintaining their own records.

Example applications for practicum and internship may be found in Appendix 3.

APPLICATION FOR GRADUATION

The application for graduation should be submitted one semester prior to the intended semester of graduation. Applications are available online at <http://asap.utsa.edu/>. Application deadlines are enforced. See your MyUTSA e-mail account and website for postings.

Sarabia Family Counseling Center

The Sarabia Family Counseling Center (SFCC) is located at the Downtown Campus on the third floor of the Durango Building (DB 3.304). The center is available to students enrolled in practicum, internship, and assessment courses. Hours vary by semester. For more information on The SFCC, please visit <https://education.utsa.edu/research-service-centers/sarabia-family-counseling-center/>

GRADUATE STUDENT ASSISTANTSHIPS

Graduate assistantships are awarded to each university department. If you wish to apply for an assistantship, please complete the application available in the College of Education and Human Development, Office of the Dean, 1604 Campus, MB 3.304, (210) 458-4370. At least two letters of recommendation are required from persons who have supervised you in a work setting. If you are receiving financial aid assistance, a copy of the most recent award letter is also required. A student background check will be conducted. Graduate assistantships usually require 10 to 19 hours of work per week for which you are awarded a stipend.

Once an assistantship has been awarded, you will follow this [link](#) to submit the Non-Benefits Eligible New Employee Packet in DocuSign. Refer to the Handbook of Operating Procedures for student employee regulations (<http://www.utsa.edu/hop>). To maintain an assistantship position, you must be enrolled in the fall or spring semester as a full-time student and in the summer at least part-time. Assistantships are limited. All graduate students are encouraged to apply. For more information, contact The College of Education and Human Development at (210) 458-4370.

Please note that the assistantships are competitive. You must work the designated hours to receive compensation. Failure to do so may result in the loss of your assistantship. Your immediate supervisor is responsible for reporting the hours you work. The reported hours must be accurate.

GRADUATE SCHOLARSHIPS/FINANCIAL ASSISTANCE

Please refer to the Office of Financial Aid for questions regarding scholarships and financial assistance.

INFORMATION UPDATE

It is important to keep the department updated with any relevant changes in your contact information. Contact the department office at (210) 458-2600 with updates in terms of name, address, email, and telephone number changes. You must also inform the Office of the Registrar of such changes (210) 458-8000.

1.21 Credentialing Of Texas School Counselors

The school counseling specialization meets the academic requirements for certification as a Professional School Counselor in Texas.

- In addition to completing the program, students are required to have the following:
- Complete two school years of classroom teaching experience in a public or accredited private school.
- Take and pass the TExES examination. Even students who have not yet satisfied their two-year teaching requirement are eligible to take the TExES exam as soon they begin practicum. All students are strongly encouraged to take the TExES before graduating or shortly thereafter. For credentialing information, go to <https://education.utsa.edu/programs/professional-preparation/texes.html>

School Counseling Certification Program

An additional requirement for students who wish to be employed as professional school counselors in Texas public schools is a separate application to the UTSA School Counselor Certification Program (SCCP). Admission to the Master of education in school Counseling program does not guarantee acceptance into the SCCP. Please note that only those students who successfully complete the requirements for the UTSA SCCP will receive endorsement to sit for the state school counselor certification exam.

Visit the Department of Counseling website:

(<http://education.utsa.edu/counseling/m.a.in.school.counseling/>) or contact the Department of Counseling Student Development Specialist's office for SCCP application process and timeline, necessary forms and materials, and other information.

The Texas Education Agency (TEA) requires that students entering internship I who want to also enter the certification program must participate in an interview process as part of the entry requirements.

TEA requires three 45-minute observations of students during their internship experiences (Classroom Guidance [first semester], Small Group Counseling [second semester], and Consultation [third semester]).

TEA law TAC 19 227.17 (f) states "prior to formal admission, [an EPP] shall not provide coursework, training, and/or examination approval to an applicant that leads to initial certification in any class of certificate."

1.22 National Certified Counselor (NCC)

The National Board for Certified Counselors, Inc. (NBCC), an independent not-for-profit credentialing body, was incorporated in 1982 to establish and monitor a national certification system, to identify for professionals and the public those counselors who have voluntarily sought and obtained certification, and to maintain a register of those counselors. For information regarding education and experience required for NBCC credentialing, refer to <http://www.nbcc.org/>.

For Additional Information:

National Board for Certified Counselors, Inc.

3 Terrace Way

Greensboro, NC 27403-3660 USA

Web: <http://www.nbcc.org>

Email: nbcc@nbcc.org

Telephone: (336) 547-0607

Fax: (336) 547-0017

PROFESSIONAL ORGANIZATIONS

The department encourages you to obtain membership or affiliation in professional organizations available at national, state, and local levels. Affiliation with these organizations may enhance your professional development and provide important information and networking possibilities. Please note that the following information is subject to change. Some applications may be available in the department office.

1.23 National Organizations

American Counseling Association (ACA).

The American Counseling Association is a not-for-profit, professional, and educational organization that is dedicated to the growth and enhancement of the counseling profession. Founded in 1952, the ACA is the world's largest association exclusively representing professional counselors in various practice settings.

The ACA helps counseling professionals develop their skills and expand their knowledge base. ACA has been instrumental in setting professional and ethical standards for the counseling profession. The association has made considerable strides in accreditation, licensure, and national certification. It also represents the interests of the profession before congress and federal agencies and strives to promote recognition of professional counselors to the public and the media.

Students are encouraged to join the ACA and network with the many professionals and peers dedicated to the profession of counseling. Memberships are available to both undergraduate and graduate students enrolled at least half-time or more at the college level. Student members must present proof of academic credentials upon request. A professor signature is required. Students interested in obtaining ACA's competitive insurance rates for their clinical classes may contact ACA staff or download insurance information at <http://www.counseling.org/>. For Additional Information, please contact:

American Counseling Association
5999 Stevenson Avenue
Alexandria, VA 22304-3300
Web: <http://www.counseling.org/>
Telephone: (800) 347-6647
Fax: (800) 473-2329

The Association for Creativity in Counseling (ACC).

The ACA includes 20 divisions within the association. Although the UTSA Counseling Program supports each of the divisions within ACA, it is closely associated with the Association for Creativity in Counseling, in significant ways. ACC's founding president was Dr. Thelma Duffey. ACC provides opportunities for networking, exposure to unique and innovative counseling practices, and publishes a quarterly journal entitled, [Journal of Creativity in Mental Health](http://www.creativecounselor.org/). You can find more information at <http://www.creativecounselor.org/>.

American School Counselor Association (ASCA).

ASCA provides professional development to professional school counselors. Students are encouraged to join ASCA and network with the many professionals and peers dedicated to the school counseling profession. For additional information, please contact:

American School Counselor Association
1101 King St., Suite 310
Alexandria, VA 22314
Web: www.schoolcounselor.org
Telephone: (703) 683-ASCA
Fax: (703) 997-7572

1.24 State Organizations

Texas Counseling Association (TCA).

Regular membership is open to all persons interested in promoting professional counseling and guidance. Any person who has met the qualifications for regular membership and has paid the prescribed dues shall be eligible to attend meetings of the association, to vote, and to hold office. Student membership is open to graduate and undergraduate students who are currently enrolled in three hours or more in a counseling-related program. Student certification by major subject field instructor is required at the time of joining or renewal in the association. Any person who has met the qualifications for student membership and has paid the prescribed dues shall be eligible to attend the meetings of the association, but student members may not vote nor hold office. For Additional Information:

Texas Counseling Association
1204 San Antonio, Suite 201
Austin, Texas 78701
Web: <http://www.txca.org>

Texas School Counselors Association (TSCA).

Texas School Counselors Association is one of the largest divisions of the Texas Counseling Association (TCA). Members of TSCA can expect support from TSCA through leadership, advocacy, and professional development.

For more information, please visit: <https://txca.org/tsca/>

1.25 Local Organizations

Texas Alamo Region Counseling Association (TARCA)

The Texas Alamo Region Counseling Association, a chapter of the Texas Counseling Association, is an association of professional counselors that provides leadership, service and advocacy and promotes education and ethical standards.

TARCA serves Atascosa, Bexar, Comal, Frio, Guadalupe, Kinney, Medina, Uvalde, Val Verde, and Wilson counties. You can find more information at: <http://www.tarca.txca.org/>

Department Faculty and Staff

Office Hours		Telephone Numbers	Office Address
Monday - Friday (except for state holidays) 8:00 am – 5:30 pm		210.458.2600 P 210.458.2605 F	501 W. Cesar E. Chave San Antonio, TX 78207
Faculty		Rank and Position	E-Mail
Thelma	Duffey, Ph.D.	Professor Department Chair	Thelma.Duffey@utsa.edu
Claudia	Interiano Shiverdecker, Ph.D.	Assistant Professor	Claudia.InterianoShiverdecker@ utsa.edu
John	Harrichand, Ph.D.	Assistant Professor Chi Sigma Iota Co-Advisor	John.harrichand@utsa.edu
Priscilla	Prasath, Ph.D.	Associate Professor PhD Program Director	Priscilla.Prasath@utsa.edu
Jessica	Lloyd-Hazlett, Ph.D.	Associate Professor	Jessica.Lloyd-Hazlett@utsa.edu
Brenda	Jones, Ph.D.	Clinical Assistant Professor School Counseling Program Coordinator	Brenda.Jones@utsa.edu
Gerald	Juhnke, Ed.D.	Professor	Gerald.Juhnke@utsa.edu

Devon	Romero, Ph.D.	Assistant Professor Chi Sigma Iota Advisor	Devon.Romero@utsa.edu
Derek	Robertson, Ph.D.	Associate Professor	Derek.Robertson@utsa.edu
Catherine	Somody	Clinical Associate Professor of Practice Graduate Advisor of Record Clinical Mental Health Counseling Program	Catherine.Somody@utsa.edu
Barbara	Herlihy, Ph.D.	Professor Doctoral Program Coordinator,	Barbara.Herlihy@utsa.edu
Ashley	Cuevas, Ph.D.	Assistant Professor	Ashley.Cuevas@utsa.edu
Minerva	Rosales, Ph.D.	Lecturer	Minerva.Rosales@utsa.edu
Heather	Trepal, Ph.D.	Professor	Heather.Trepal@utsa.edu
Ben	Ligon, Ph.D.	Assistant Professor	Ben.Ligon@my.utsa.edu

Department Staff				E-Mail
Donna	Harris	Senior Associate	Administrative	Donna.Harris@utsa.edu
Kristina	Talamantez	Student Specialist	Development	Kristina.Talamantez@utsa.edu

Telephone: (210) 458-2602

Fax: (210) 458-2605

Appendix 1: SAMPLE Master of Education in School Counseling Advising Sheet 2022-2023

Student Name	_____	Banner ID	_____
Program Advisor	_____	Catalog of Admission	_____

DEGREE REQUIREMENTS

I. Background Requirements (if applicable; See Note 2 on the reverse)

Course Number	Course Name	Prerequisites	Grade	Semester Completed

II. Required School Counseling Concentration Coursework (36 semester credit hours)

Course Number	Course Name	Course Prerequisites	Grade	Semester Completed
COU 5103	Introduction to School Counseling			
COU 5213	Counseling Theories			
COU 5223	Clinical Assessment and Appraisal Strategies for Counselors			
COU 5233	Group Theory & Process	COU 5103 & COU 5213		
COU 5243	Diagnosis in Counseling	COU 5103 & COU 5213		
COU 5253	Child & Adolescent Counseling in a Systemic Context	COU 5103 & COU 5213		
COU 5283	Counseling in Multicultural Settings	COU 5103 & COU 5213		
COU 5393	Development of Counseling Skills	COU 5103 & COU 5213		

COU	6003	Consultation and Program Evaluation	COU 5103 & COU 5213		
COU	6153	Career Development & Choice			
EDP	5033	Human Development Across the Lifespan			
EDU	5003	Research Methods in Education			
COU	5113	Ethical and Legal Issues in Counseling			
COU	5613	Biopsychosocial Aspects of Addictions	COU 5103 & COU 5213		
COU	6523	Couples and Family Counseling	COU 5103 & COU 5213		
COU	6883	Trauma, Crisis, & Grief Counseling	COU 5103 & COU 5213		

III. Required School Counseling Concentration Clinical Fieldwork (12 semester credit hours)

Course Number		Course Name	Course Prerequisites	Grade	Semester Completed
COU	5683	Practicum in Counseling (100 hours)	5103, 5213, 5393, 5283, 5233, 6523		
COU	5793	School Counseling Internship I (200 hours)	5683, 5253		
COU	5803	School Counseling Internship II (200 hours)	5793		
COU	5813	School Counseling Internship III (200 hours)	5803		

Note: Those not employed full-time in a school, who can demonstrate ability to complete two 300-hour Internships should consult with their advisor to see if two-internships is feasible for them. A petition must be submitted and approved to do so.

SIGNATURES / APPROVALS

Student	_____	Date	_____
Program Advisor	_____	Date	_____
Graduate Advisor of Record	_____	Date	_____

** Please refer to Notes on the Reverse **

N O T E S

- 1) Total number of hours for the Master's in Education in School Counseling is 60.
- 2) UTSA requires a background of 18 semester credit hours in a field of study appropriate to the master's degree sought. Students with the appropriate background in Education, Psychology, Sociology, or a related human service field generally will not be required to take background requirements for the degree. Students who are admitted to the program without appropriate background courses must take required background courses. Background courses must be approved by the Graduate Advisor of Record.
- 3) With departmental approval, a maximum of six hours of coursework already taken and passed with a B or better in an equivalent course at the graduate level at another university or in another education- or counseling-related degree program may be applied to the degree and must be transferred during the first semester of study at UTSA. No class counted toward another degree can be used to satisfy the requirements of the M.A. in Counseling. Classes applied to another graduate degree may serve as substitutes for up to 6 hours of core classes with the student's advisor's approval (but students will need to take additional courses, with advisor approval, to achieve the 60 hours necessary for the M.Ed. degree). Students will need to provide copies of the course syllabus/i, transcript indicating completion and grade (and whether the course was used to satisfy requirements for another degree), and relevant work from the course (e.g., course paper, exam, evaluations).
- 4) Only two courses with a grade of "C" will be accepted toward this degree. Students must earn a "B" or better in all clinical courses (COU 5393, COU 5683, COU 5793, COU 5803 & COU 5813). Students who earn a "C" or lower in a clinical course must retake that course and earn a "B" or better before progressing in the clinical course sequence.
- 5) Graduation candidates must apply for graduation early in the semester in which they plan to graduate through the ASAP student account. Deadlines are posted on the schedule of classes.

School Counseling Suggested Course Sequencing:

SCHOOL COUNSELING SUGGESTED COURSE SEQUENCING								
PART-TIME								
Year 1			Year 2			Year 3		
Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer
COU 5103 Intro SC	COU 5253 Child/Adol COU	COU 5283 Multicultural	COU 5683 Practicum	COU 5793 Internship I	COU 5243 Diagnosis	COU 5803 Internship II	COU 5813 Internship III	COU 6153 Career Coun
COU 5213 Theories	COU 5393 Skills	COU 5233 Group	EDP 5033 Human Gr. Dev.	COU 6003 Consultation Sk	COU 5223 Assessment	EDU 5003 Research in Education	COU 6883 Trauma, Crisis & Grief Cou	COU 5613 Additions
	Apply for Fall Practicum	COU 6523 Couples & Family Coun	Apply for Spring Internship	Apply for Fall Internship	COU 5113 Ethical & Legal Issues in Cou	Apply for Spring Internship	Take State Exam & Graduate!	
SCHOOL COUNSELING SUGGESTED COURSE SEQUENCING								
FULL-TIME								
Year 1			Year 2			Year 3		
Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer
COU 5103 Intro SC	COU 5283 Multicultural	COU 5683 Practicum	COU 5793 Internship I	COU 5803 Internship II	COU 5113 Ethical & Legal Issues in Cou	COU 5613 Additions		
COU 5213 Theories	COU 5393 Skills	COU 6523 Couples & Family Coun	COU 6883 Trauma, Crisis & Grief Cou	EDU 5003 Research	COU 5243 Diagnosis			
EDP 5033 Hum Dev	COU 5233 Group	COU 5253 Child/Adol COU	COU 6003 Consultation	COU 5223 Assessment	COU 6153 Career			
	Apply for Summer Practicum & Fall Internship→		Apply for Spring Internship		Take State Exam & Graduate!			

Appendix 2: Student Fitness and Performance Policy Statement

In order to complete counselor preparation programs and to be eligible to take certification or licensing examinations, students must:

- Maintain scholastic performance meeting or exceeding department standards.
- Demonstrate the acquisition of and ability to apply counseling skills necessary to work effectively with persons having diverse needs, as generally accepted by practitioners in counseling.
- Demonstrate emotional and mental fitness in their interactions with others; and conform with the codes of ethics of professional associations in counseling and of the State of Texas. Texas Administrative Code, Title 19, Part 7, Chapter 247, Code of Ethics and Standard Practices for Texas Educators; American Counseling Association Code of Ethics and Standards of Practice.

It is the duty of faculty members in the counseling program to evaluate all students according to these standards in all settings in which faculty members and students interact, in classes, in advising and counseling settings, in personal conversations, etc. It is expected of students that they respond to evaluations, formal or informal, in appropriate ways, in all cases, attempting to conform to standards as these are explained to them. Conformance with

standards must be demonstrated by students throughout the period of time spent in the program; events of non-conformance must be followed by faculty judgments that satisfactory adjustments have been made.

Admission to the program does not guarantee fitness to remain in the program to completion. Only those students who meet program standards will be allowed to continue in the program. If a student is judged not to meet program standards sufficiently to be allowed to engage in counseling others, that student will be removed from continuation in the program. Please refer to the Graduate Counseling Student Handbook, for a detailed outline of the due process procedures related to this policy.

Standards

- The scholastic standard is to maintain a cumulative GPA of 3.0 or better and present grades of C in no more than two courses (neither of which may be COU 5393, COU 5683, COU 5713, or COU5793), that are to be counted toward the degree.
- The standard related to skills acquisition and application will be applied by the instructors of COU 5393, COU 5393, or COU 5683 judging student performance in comparison with the student's knowledge of procedures followed by practitioners.
- The standard related to a student's emotional and mental fitness will be applied in all counseling courses as the student's interactions among students, faculty members, and others are evaluated.
- The standard related to codes of ethics consists of those codes referenced in paragraph A.4 above and established by the State of Texas in its standards for school counselors and for licensed professional counselors.

Evaluation for Fitness

- Students' competence is evaluated using the *Fitness to Practice Standards* and demonstrated with the *FTP Evaluation Form*. All students will be reviewed by individual faculty using the *Fitness to Practice Standards* during Introduction to Clinical Mental Health (COU 5203), Development of Counseling Skills (COU 5393), Practicum (COU 5683), and as necessary throughout the program.
- Admission to the program does not guarantee fitness to remain in the program. In addition, a FTP review may be initiated on any student at any time if a faculty member, staff, course instructor, program advisor, or field supervisor believes the student has displayed behavior which suggests the student does not possess sufficient competency on one or more FTP criteria.
Faculty members, staff, course instructors, program advisors, and field supervisors may evaluate all students according to the FTP criteria and standards. Students will have the opportunity to participate and respond at each step of the FTP process.

Procedures after a Negative Evaluation

- A rating of 0 on any of the FTP standards will initiate the following procedure: The student will be contacted to schedule a meeting to review the *FTP Evaluation Form*. The meeting will be held with the issuing faculty member, unless noted otherwise.
- The student has five (5) business days to respond to the request to schedule a meeting. If the student does *not* respond by the close of the fifth business day, the matter will proceed to be held with a faculty review committee.
- During the meeting, the issuing faculty will review the *FTP Evaluation form* with the student and discuss a remediation plan.
- Within fifteen (15) business days after the meeting, the issuing faculty will provide a final copy of the remediation plan to the student for review and signature. The student will have ten (10) business days to review, sign, and return the remediation plan. Failure to sign and/or return the remediation at the close of the tenth business day will not impede the process and may be considered during the FTP process.

Appeals and Procedures Subsequent to Request for Withdrawal

- The faculty review committee will monitor the student's progress on the remediation plan. If at any time the student is determined not to be making satisfactory progress, the faculty review committee may either modify the remediation plan or dismiss the student from the program.
- All faculty review committee decisions for a student's dismissal from the Department of Counseling will be forwarded to the Department Chair. The Department Chair will forward the committee's decision to the Associate Dean of the Graduate Studies of the College of Education and Human Development. The student may appeal the committee's decision to the Associate Dean of Graduate Studies. Decisions by the Associate Dean are final.

Reinstatement

A student who was dismissed from the program may not be considered for reinstatement or readmission until two calendar years have elapsed following dismissal from the program.

Appendix 3: SAMPLE Student Application for Practicum/Internship

*Instructions: Please attach your unofficial UTSA transcript (i.e. applications will not be accepted without unofficial UTSA transcript) and return to the CEPAHE Office (i.e. DB4.322) by **(deadline date)**. Applicants will be notified via e-mail of their application status and procedures for registration (i.e. for non-school practicum/internship settings, students are required to purchase professional malpractice insurance)*

PRACTICUM AND INTERNSHIP APPLICATION

APPLICANT INFORMATION

Student/Trainee Name:

Address:

City:

County:

State:

Zip:

Phone:

Fax:

Banner ID (8 digits):

Lone Star E-mail:

Level of placement (please check all that apply): Masters Doctoral 1st practicum

Proposed practicum/internship site:

MANDATORY PRE-REQUISITES (I.E. BEFORE ENROLLMENT IN PRACTICUM)

Course		Semester Completed	Grade Received
Number	Name		
COU 5203	Introduction to Community Counseling		A B C D F
COU 5213	Counseling Theories		A B C D F
COU 5223	Psychological Assessment for Counselors		A B C D F
COU 5243	Counseling Individuals with Behavioral & Emotional Disorders		A B C D F
COU 5283	Counseling in Multicultural Setting		A B C D F
COU 5393	Development of Counseling Skills		A B C D F
COU 6153	Career Development & Choice		A B C D F
EDU 5003	Research Methods in Education		A B C D F
EDP 5033	Human Development Across the Life Span		A B C D F

APPLICANT CERTIFICATION

I verify that the information provided is correct

Student Signature

Printed

Date

For Office Use Only

Application

CBC

Sent

Initial

Appendix 4: SAMPLE Portfolio Grading Rubric

This rubric will be used across your internship experiences. **Your final portfolio grade will reflect an average of the graded domains for the semester of completion.** Your portfolio areas will be graded** according to the following rubric:

Assessed area does not meet requirements sufficiently to earn a passing grade.	Minimally acceptable level. Assessed area includes some evidence of accomplishments but important areas are missing. Examples are unclear or poorly developed and supporting documents are not relevant to the work cited.	Satisfactory portfolio area that includes examples from most domains. Examples are adequate. Organization and quality of supporting documents could be improved.	Well-developed portfolio area that clearly documents experience in all domains. Writing is of good quality. Methods of documentation are effective in representing accomplishments. Quality of supporting documents is good	Extremely well-developed portfolio area that clearly reflects accomplishments. Experience is extremely well documented, presenting a comprehensive profile of student's work, knowledge and skills gained. Quality of supporting documents is excellent
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A pass for Portfolio requires a score of Eight (8) or above in **each submitted area assessed.

COU 5793 - School Counseling Internship I

Domain Area:

Score out of 15

- 1. Program Management _____
- 2. Guidance _____
- 3. Counseling _____
- 4. Professional Behavior/ Professional Standards _____

COU 5803 - School Counseling Internship II

Domain Area:

Score out of 15

- 1. Counseling _____
- 2. Coordination _____
- 3. Consultation _____
- 4. Student Assessment _____

5. Professional Behavior _____

COU 5813 - School Counseling Internship III

Domain Area:

Score out of 15

1. Counseling _____

2. Program Management _____

3. Consultation _____

4. Professional Behavior _____

5. Career Planning _____

6. Wellness _____