GRADUATE COUNSELING PROGRAMS

**STUDENT HANDBOOK**

**For School Counseling**



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**INTRODUCTION**

Welcome to the Texas Wesleyan University School Counseling Program. This handbook will assist you with everything you need to know to succeed in the program. This handbook is a supplement to the Texas Wesleyan University’s Graduate Counseling Student Handbook and the Graduate Catalog. <http://txwes.smartcatalogiq.com/en/2018-2019/Catalog>

Throughout this handbook, page numbers are in reference to the official Graduate School Catalog.

Wesleyan’s Graduate Counseling Program (GCP) prepares counseling professionals to become School Counselors (CSS). The program exists within the larger context of the counseling profession and involves codes of ethics, competencies, standards, licensure, certification, and other appropriate standards. The GCP strives to uphold and advance the counseling profession. The program is delivered and maintained from a multiculturally-informed perspective including course design, implementation, and student and faculty experience.

PROGRAM’S MISSION

Graduate Counseling Program at Texas Wesleyan University provides the school counseling student with opportunities to examine various theoretical models and perfect his or her counseling skills through experiences inside and outside the classroom. The program instructors act as consultants and resources to all students so that upon completion of the program requirements, students are prepared to pursue certification as a school counselor, grades K-12, in the State of Texas.

**ACCREDITATION**

Texas Wesleyan University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, master’s, and doctoral level degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404.679.4500 (web site: www.sacscoc.org) only for questions, comments, or issues related to the accreditation of Texas Wesleyan University.

**COMPOSITION OF FACULTY**

Texas Wesleyan's Graduate Counseling Program (GCP) strives to attract and maintain full and part time faculty who demonstrate high levels of Clinical, Supervisory, and Academic skills. The Program conducts national searches for new faculty and encourages minority candidates to apply for vacant positions. The Program follows the University's hiring policies and conducts interviews of candidates to hire and maintain the best fit for the needs of a diverse student population.

ANTI-DISCRIMINATION POLICY

The Graduate Counseling Programs at Texas Wesleyan University welcome and encourage applications from potential students, faculty, and staff from diverse backgrounds in terms of race, ethnicity, gender, sexual orientation, national origin, socioeconomic status, age, physical abilities, religious beliefs, political beliefs and other ideologies.

###### The Graduate Counseling program at Texas Wesleyan University does not discriminate on the basis of race, age, gender, ethnicity, sexual orientation, relationship status, gender identity, socioeconomic status, disability, health status, religion and spiritual beliefs and/or affiliation, and/or national origin with regard to the recruitment, admission, codes of conduct, hiring, retention, or dismissal of students, faculty, and supervisors or other relevant educators and/or staff.

ACADEMIC POLICIES OF THE GRADUATE COUNSELING PROGRAMS

The GCP provides Counseling students with opportunities to examine various theoretical models and develop his or her counseling skills. This is done through experiences inside and outside the classroom. GCP Instructors act as consultants and resources to all students so that upon completion of program requirements, students are prepared to pursue licensure. Instructors of core school counseling courses, COU 6317 and COU 6318 are certified school counselors. General objectives of the GCP are as follows:

* Provide programs that effectively prepare counselors for work in schools, agencies, and private practice.
* Provide didactic and experiential activities that enable counselors in training to acquire essential basic professional knowledge.
* Provide counselors-in-training with opportunities for self-exploration, self-understanding, and social-emotional development.
* Provide the community with the expertise of the students and faculty in the GCP

ADMISSION

The GCP not only adheres to general requirements for all graduate programs but also has additional admission requirements unique to the counseling profession. Applicants who seek admission are required to understand that the Texas State Boards for certification and licensure, as well as credentialing boards of other states, run criminal background checks. Applicants with a criminal background who seek professional counseling credentials are responsible for contacting the appropriate state board prior to enrolling in the program to determine his or her potential for certification and / or licensure. Texas Wesleyan University neither assumes responsibility for qualification nor offers any guarantee of licensure. It is the student’s responsibility to ensure that there are no background issues that may preclude the student from licensure eligibility.

Admission Requirements

* + Bachelor’s degree from a regionally accredited college or university with at least 9 hours in psychology, counseling or related coursework, including at least one statistics and one human development course.
  + One of the following requirements
    1. 3.0 cumulative GPA score or 3.25 over the last 60 hours
    2. An official GRE score report. Recommended achievement of 150 verbal, 142 quantitative and 4.0 writing.
    3. Mental health casework and/or field experience with minimum GPA of 2.5 cumulative
  + Interview session with program faculty, if selected as a candidate.

CERTIFICATION

To become a school counselor, school librarian, educational diagnostician, or reading specialist, students must complete an approved Educator Preparation Program (EPP). Below are the requirements for becoming a school counselor in the State of Texas:

## School Counselor, School Librarian, Educational Diagnostician and Reading Specialist Certificate Requirements:

The requirements found here are for all certificates under this heading. You must:

* Complete an [approved EPP](http://tea-texas.maps.arcgis.com/apps/opsdashboard/index.html#/8fdeed6e29b741ba8bac151ac023186d) for the specific certificate desired.
* Hold a master's degree from an institution of higher education that is accredited by an [accrediting agency, as recognized by the Texas Higher Education Coordinating Board.](http://www.thecb.state.tx.us/institutional-resources-programs/private-postsecondary-institutions/recognition-of-accrediting-agencies/)
* Complete the required test.
* Have two years of classroom teaching experience in a public or accredited private school.

(<https://tea.texas.gov/Texas_Educators/Certification/Additional_Certifications/Student_Services_Certificates>)

DISABILITY AND ACCOMMODATION POLICY

In accordance with Wesleyan policies and state and federal regulations, the GCP is committed to full academic access for all qualified students including those with disabilities. To this end, the GCP makes reasonable and appropriate adjustments to the classroom environment and to teaching, testing, or learning methods to provide equality of educational access for persons with disabilities while upholding the integrity and rigor of its academic standards. The GCP emphasizes that attainment of essential competencies and maintenance of academic and professional standards and licensure requirements.

STUDENT ROLE IN GOVERNANCE

The School Counseling program participates in the School of Education Advisory Council, which meets twice per year. POAC, (Professional Organization for Advancing Counselors) which is the student counseling fraternity, provides communication and requests to the faculty by the President of POAC and is responded to by the Program Director after consulting with the Faculty.

STUDENT GRIEVANCES

The program follows the grievance policy outlined in the graduate catalog. Informally, students are encouraged to address any concerns regarding their experience in the program with faculty, their advisor, or the program director.

**ADVISOR ASSIGNMENTS**

Each student in the GCP is assigned an advisor upon admission to the program, before enrollment in his or her first courses. Students are expected to consult with advisors at registration each term and as needed through the program. Students are required to consult advisors to complete a degree plan, to change a filed degree plan, and to receive career advice. Degree plans may be submitted electronically. It is to the student’s advantage to establish an ongoing working relationship with his or her advisor. If the need arises, a student may request a change of advisor. Students are solely responsible for the accuracy and completion of their degree plans, and the completion of all course requirements.

DEGREE COMPLETION REQUIREMENTS

Students are to complete and submit degree plans with their advisor within the first nine (9) hours of enrollment. Students who change degree plans may alter their graduation date. Students who fail to submit a degree plan will not be allowed to enroll in clinical courses. Degree plans for each of the programs are found on the university’s

website at the following at <https://txwes.edu/academics/health-professions/graduate-programs/>and in the Graduate School Catalog.

STUDENT LEARNING OUTCOMES & PROGRAM GOALS

The GCP is dedicated to providing the best possible instruction and training for its students so that they are prepared to provide quality services to clients while in the program and after graduation. To achieve that goal, the GCP adheres strictly to Student Learning Outcomes Program Goals as a means of guaranteeing that students receive the quality education that they apply for. Courses, faculty member performance and program development and review are evaluated by reviewing the outcome measures that are entered into Taskstream, the online university evaluative tool. In addition, all courses have the Student Learning Outcomes and Program Goals listed in each syllabus.

**STUDENT LEARNING OUTCOMES AND PROGRAM GOALS FOR THE SCHOOL COUNSELING PROGRAM:**

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| --- | --- |
| |  | | --- | | spacer | |
| |  | | --- | | **MSSC Program Goal I. Professional School Counseling Knowledge**  **Upon completion of the MSSC degree program, students will demonstrate knowledge proficiency in each of three domains:**  **Understanding Students, Planning and Implementing a Comprehensive Developmental Guidance Program, and Collaboration,**  **Consultation, and Professionalism.** |  |  |  | | --- | --- | | **Goal / Objective** |  | | I.A Students will demonstrate knowledge proficiency in each domain of professional school counseling knowledgelink opens in new window  Professional School Counseling knowledge is expected in each of three domains: Understanding Students, Developing and Implementing a Comprehensive Developmental Guidance Program, and Collaboration, Consultation, and Professionalism. |  | |
| |  | | --- | | **MSSC Program Goal II. Professional School Counseling Skill**  **Upon completion of the MSSC degree program, students will demonstrate skill competency in applying knowledge within each of three domains:**  **Understanding Students, Planning and Implementing a Comprehensive Developmental Guidance Program, Collaboration, Consultation, and**  **Professionalism.** |  |  | | --- | | **Goal / Objective** | | II.A MSSC Students will demonstrate proficiency in applying knowledge to the practice of school counseling.  During selected courses and throughout the School Counseling Practicum field placement, students demonstrate skill competency by developing and implementing comprehensive developmental guidance programming at a PK-12 campus level, including responsive services counseling. Faculty, field site supervisors, and Practicum Instructors evaluate the student's performance in each of three domain areas. |  | |
| |  | | --- | | **MSSC Academic Program Goal III. Professional School Counseling Self-Efficacy**  **Upon completion of the MSSC degree program, students will experience increased professional self-efficacy in each of three domains:**  **Understanding Students, Planning and Implementing a Comprehensive Developmental Guidance Program, and Collaboration,**  **Consultation, and Professionalism.** |  |  |  | | --- | --- | | **Goal / Objective** | **Mapping** | | III.A Student self-ratings of professional self-efficacy and knowledge proficiency will increase in each domain throughout the program.link opens in new window  MSSC Academic Program students are evaluated on professional self-efficacy and functional knowledge proficiency using the Graduate Counseling Department's EXIT Surveys and focus groups. Professional self-efficacy is defined here as a self-report measure of students' own skill competency and ability to apply knowledge within the practice of professional school counseling. |  | |

TUITION

Tuition and other fees for the GCP can be accessed on the university’s website at the following link: <https://txwes.edu/admissions/graduate/counseling/masters-degrees-in-counseling/what-will-it-cost/> and are listed on p. 33 in the Graduate School Catalog. All tuition, fees, and room and board charges quoted in this catalog are subject to change without notice.

**TIME LIMITATIONS**

Graduate courses expire after seven (7) years from the date of course completion, as shown on the transcript. Thus, at the time the student graduates with a master’s degree, no course may be more than seven (7) years old. This applies to coursework transferred in as well as that taken at Texas Wesleyan University. Students should note the date each course is completed.

TECHNOLOGY REQUIREMENTS, TRAINING, & SUPPORT

Many of the courses in the program are offered in hybrid format. Hybrid courses involve a combination of face to face meetings in the classroom setting and online learning activities. A computer and internet access are required to complete the online portion of hybrid courses. There are computer labs on campus, as well as computers in West Library, available for student use. While all online learning requirements can be completed on campus, most students prefer to use their personal computers so that they may work remotely. The program utilizes Blackboard for the online component of hybrid courses, and offers technology support and training through the Service Desk. The Service Desk is the point of contact for all technology requests, which are submitted using the university’s website at the following link: <https://txwes.edu/it/>. To open a ticket, check the status of an existing request, or provide feedback on service that has been completed, contact the Service Desk directly at 817-531-4428 option 1, contact Blackboard support at 817-531-4428 option 2, or [servicedesk@txwes.edu](mailto:servicedesk@txwes.edu).

GRADING

Students are expected to achieve a grade of at least a B or higher in all courses. A student will not be able to graduate with more than 2 C’s. A student will be removed from the program if they earn more than 2 C’s. If a student earns two (2) C’s the student will be placed on academic probation until the student retakes one of the classes they earned a C in and successfully completes the course with a grade of B or higher. A student may retake one (1) course one

1. time. Any course that is repeated must be taken at Texas Wesleyan University. The student will not be permitted to enroll in any further classes until one of the classes with a C is retaken and successfully completed with a grade of B or higher. If a student earns a C in any class they will no longer be eligible for membership to the Honor Society. Further, students *must* achieve a B or higher in clinical courses (Pre-practicum and Practicum). The university lists how grades are accounted for on page 80 in the Graduate Catalog. The GCP uses these grading policies set by the university to evaluate coursework and each instructor lists such evaluative techniques in each syllabus provided to every student.

INCOMPLETES

The grade I (incomplete) is given only when a student’s work is satisfactory but, for reasons beyond the control of the student, has not been completed. It is not given in lieu of an F (failing). It is the student’s responsibility to confer with the instructor of the course and to complete the prescribed requirements of the course by the designated date shown in the University Academic Calendar. For each I assigned, the instructor will file an Incomplete Grade Form with the Office of Student Records. On or before the designated date, the instructor will assign a grade and report it to the Office of Student Records. If a new grade is not reported by the designated date identified on the incomplete grade form, the I automatically converts to an F per the policy in Texas Wesleyan University’s graduate catalogue. Once an F is given, students may be subject to disciplinary action and/or removal from the GCP.

No grade changes may be made after one (1) year from the time the grade was originally issued. This limit also applies to grades issued following completion of an incomplete (I) grade.

GRADE APPEALS

**Timelines:** Students wishing to appeal a grade must do so in a timely fashion. For grades assigned during a semester, prior to the awarding of the final grade, the appeal must be initiated before the completion of the semester.

For course grades, the appeal must be initiated before the end of the following semester. For appeals of grades assigned in the fall semester, a student has until the end of the following spring semester.

For grades assigned in the spring semester, the student has until the end of the following fall semester. For grades assigned during the summer semester, the student has until the end of the following fall semester.

**Process:** If a student decides to appeal a grade, the student is to make an appointment with the instructor to discuss the grade assignment.

If the results of the meeting with the instructor are unsatisfactory, the student is to make written request of grade appeal to the department chair**.** If the department chair is absent, the appointment is to be made with the Dean. If the appeal concerns the department chair, the appointment is to be made directly with the Dean.

The student must bring to this meeting a written complaint stating (a) what grade is being appealed, and (b) on what basis it is being appealed. The student should also bring pertinent materials such as the assignment for which the student was given the grade being appealed, the syllabus for the course, previous grades assigned in the course, etc.

The department chair will review these materials with the student in order to ascertain the issues involved in the appeal. The department chair may request additional information from the student and/or the instructor, and will attempt to resolve the appeal between the student and the instructor.

If the appeal cannot be resolved with the department chair the student has the right to appeal to the Dean. The Dean will make a written decision to approve or deny the appeal.

Academic or non-Academic complaints may be addressed by going to the online graduate catalog at<http://txwes.smartcatalogiq.com/2018-2019/Catalog/Academic-Standards-Policies-Procedures/University-Policies/Student-Complaint-Policy>

HONOR SOCIETY

The Honor Society promotes scholarship, research, professionalism, leadership, and excellence in counseling. The purpose of the Honor Society is to recognize a student’s academic achievement and clinical excellence in the GCP. The Honor Society chooses a student representative each academic year to attend faculty meetings as a student representative.

Applications for Honor Society membership are open to all GCP students; LPCs, Ls, and SCs. To be eligible, a student must have twelve or fewer semester hours until degree completion and have achieved 3.5 GPA or better. Further, the student must not have received one (1) grade of C or lower. In addition to these requirements, it is the student’s responsibility to submit his or her application prior to the due date and receive endorsement by vote of all GCP faculty members. Faculty member endorsement of students will include satisfactory demonstration of clinical, professional and personal competency.

DATA COLLECTION ON GRADUATES

Once graduated, the program will perform an annual survey in August prior to the Academic Year which will provide faculty with information that may affect their strategic planning and construction of SLO’s, PO’s and FO’s and measures for the new academic year. The policy is in the Student Handbook found on the Texas Wesleyan Counseling Web Page on page5 in the Student Handbook.

Below is a letter that will be sent each semester to all school counseling students prior to graduation which articulates our policy on collecting data on graduates.

*Dear Students,*

*It is important for the school counseling program to know about your experiences after graduation. This information allows us to better assess how well the program equips students to work in the field. There were will be an alumni survey administered each year that will include the following information:*

* 1. *Your place of employment*
  2. *Your licensure status*
  3. *Your perception of the SC Program and how well it prepares graduates for careers as SC’s.*
  4. *We will also ask your permission to speak with your employer/supervisor for their feedback about the program’s strengths and weaknesses in preparing people for the workplace.*

*The information used will be kept in confidence and will serve as a means for the program to assess its effectiveness and set new strategic goals and outcomes.*

Forms

Field Supervisor Guidelines

# Introduction

University supervisors are regarded as educational experts in the School of Education because of their experiences as professional educators, administrators and mentors. University supervisors are highly respected within the educational community and by clinical teachers and interns. Often, upon the completion of the clinical teaching or internship experience, clinical teachers and interns credit their own successes to the guidance and support provided from their university supervisors.

# Supervisor’s Position Summary

Texas Administrative Code:

§228.2. Definitions.

(16) Field supervisor--A currently certified educator, hired by the educator preparation program, who preferably has advanced credentials, to observe candidates, monitor their performance, and provide constructive feedback to improve their effectiveness as educators. A field supervisor shall have at least three years of experience and current certification in the class in which supervision is provided. A field supervisor shall be an accomplished educator as shown by student learning. A field supervisor with experience as a campus-level administrator and who holds a current certificate that is appropriate for a principal assignment may also supervise classroom teacher, master teacher, and reading specialist candidates. A field supervisor with experience as a district level administrator and who holds a current certificate that is appropriate for a superintendent assignment may also supervise principal candidates. If an individual is not currently certified, an individual must hold at least a master's degree in the academic area or field related to the certification class for which supervision is being provided and comply with the same number, content, and type of continuing professional education requirements described in §232.11 of this title (relating to Number and Content of Required Continuing Professional Education Hours), §232.13 of this title (relating to Number of Required Continuing Professional Education Hours by Classes of Certificates), and §232.15 of this title (relating to Types of Acceptable Continuing Professional Education Activities). A field supervisor shall not be employed by the same school where the candidate being supervised is completing his or her clinical teaching, internship, or practicum. A mentor, cooperating teacher, or site supervisor, assigned as required by §228.35(f) of this title (relating to Preparation Program Coursework and/or Training), may not also serve as a candidate's field supervisor.

**TRAINING, OBSERVATION AND SUPERVISION**

The field supervisor is responsible for weekly supervision sessions with the school counseling student. The supervisor is expected to spend time discussing the student’s work, and suggest improvements if needed. On the next page is an hours checklist that should be initialed by the field supervisor each time the student has supervision at the school.

Prior to the student beginning the field experience, the field supervisor comes to campus for a 1-2 hour meeting, to learn about the requirements of the program and the responsibilities of the field supervisor. Trainer is Dr. Metcalf, Graduate Counseling Director.

SCHOOL COUNSELING

PRACTICUM SITE AGREEMENT

SCHOOL OF EDUCATION

TEXAS WESLEYAN UNIVERSITY

SCHOOL COUNSELING PROGRAM

This agreement is made on \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_\_\_\_ between \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(School)

and Texas Wesleyan University for the purpose providing qualified graduate school counseling students in a graduate counseling program with practicum experience in the field of counseling.

The site will provide a *minimum* of 10 hours per week of practicum experience for the duration of the agreed upon semester period(s) to be negotiated between the agency and graduate counseling student at the time of formal acceptance.

The Practicum site agrees:

* To assign a Field Supervisor who has a certificate in school counseling. To provide opportunities for the student to engage in a variety of counseling activities under supervision and provide on-going evaluation of the student’s performance (one hour per week minimum of face-to-face supervision);
* To provide the graduate counseling student with adequate workspace, telephone, office supplies to conduct counseling activities in a professional manner;
* To provide supervisory contact which includes some examination of the graduate counseling student’s work using observation, and/or live supervision;
* To provide written evaluation of the graduate counseling student based upon criteria established by the Texas Wesleyan University Graduate Counseling Program.

Texas Wesleyan University Agrees:

* To assign a Practicum Supervisor to facilitate communication between Texas Wesleyan University and the site;
* To notify the student that he/she must adhere to the administrative policies, rules, standards, schedules, and practices of the site;
* That the Practicum Supervisor shall be available for consultation with both Field Supervisor and the graduate student and shall be immediately notified should any change in relation to the graduate student, site, or University occur;
* That the University class instructor is responsible for practicum grade assignment.

This is a non-binding agreement that documents an initial understanding between Texas Wesleyan University and the agency providing practicum training. The purpose of this agreement is twofold: first, to serve as documentation for the Texas Wesleyan University Graduate Program in Counseling to describe the nature of training this graduate student is receiving (and later as reference on internship and licensure applications); and secondly, to establish initial consensus between the training graduate student and the practicum agency about their responsibility to each other.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_/\_\_\_\_

**(SCHOOL PRINCIPAL) (DATE)**

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(PRACTICUM FIELD SUPERVISOR SIGNATURE) (DATE)

NOTE: Graduate counseling student and Field Supervisor will communicate to the Director of School Counseling Department (Linda Metcalf, PhD) and Practicum Instructor regarding progress, problems, and performance evaluations.

**817- 531-4=7530**

**lmetcalf@txwes.edu**

SCHOOL COUNSELOR

FIELD SUPERVISOR APPROVAL APPLICATION

Please complete this application and attach a current resume. Please print. *All information is confidential.*

Date: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_\_\_\_

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Texas School Counseling Certificate? \_\_\_\_\_\_\_\_\_yes \_\_\_\_\_\_\_\_\_\_no

Licensure and license no. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Degrees and Year received: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Current place of employment: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Business Phone: \_\_\_\_\_\_\_-\_\_\_\_\_\_\_-\_\_\_\_\_\_\_\_\_ Fax: \_\_\_\_\_\_\_-\_\_\_\_\_\_\_-\_\_\_\_\_\_\_\_\_\_\_

Email Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please check YES or NO to the following:

Yes No Do you agree to spend at least one hour per week with each counseling

student assigned to you in individual education supervision?

Yes No Have you been in social work or school counseling practice for three (3) or more

years?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_\_\_\_

(Field Supervisor Applicant Signature) (Date)

FIELD SUPERVISOR

AGREEMENT

School of Education

TEXAS WESLEYAN UNIVERSITY

SCHOOL COUNSELING PROGRAM

This agreement is made on \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_\_\_\_ between \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Print Field Supervisor)

and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, effective \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_\_\_\_ to \_\_\_\_\_/\_\_\_\_/\_\_\_\_\_\_\_\_

(Print Counseling Student) (Practicum start date) (Practicum end date)

The site will provide \_\_\_\_\_\_\_ (10 hours per week minimum during Fall/Spring semesters)

The Practicum site agrees:

* To assign a Field Supervisor who has appropriate degree and credentials, and time for training;
* To provide opportunities for the counseling student to engage in a variety of counseling activities under supervision and provide on-going evaluation of the student’s performance (one hour per week minimum of face-to-face supervision);
* To provide the graduate counseling student with adequate workspace, telephone, office supplies to conduct counseling activities in a professional manner;
* To provide supervisory contact which includes some examination of the graduate counseling student’s work using observation, and/or live supervision;
* To provide written evaluation of the graduate counseling student based upon criteria established by the Texas Wesleyan University Graduate Counseling Program.

Texas Wesleyan University Agrees:

* To assign a Practicum Supervisor to facilitate communication between Texas Wesleyan University and the site;
* To notify the student that he/she must adhere to the administrative policies, rules, standards, schedules, and practices of the site;
* That the Practicum Supervisor shall be available for consultation with both Field Supervisor and the graduate student and shall be immediately notified should any change in relation to the graduate student, site, or University occur;
* That the University class instructor is responsible for practicum grade assignment.

**This is a non-binding agreement that documents an initial understanding between this graduate student from Texas Wesleyan University and the field supervisor providing practicum training. The purpose of this agreement is twofold: first, to serve as documentation for the Texas Wesleyan University Graduate Program in Counseling to describe the nature of training this graduate student is receiving (and later as reference on internship and licensure applications); and secondly, to establish initial consensus between the training graduate student and the practicum field supervisor about their responsibility to each other.**

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**(COUNSELING STUDENT SIGNATURE) (DATE)**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

## (FIELD SUPERVISOR SIGNATURE) (DATE)

NOTE: Graduate counseling student and Field Supervisor will communicate to the Director of School Counseling Department (Linda Metcalf, PhD) and Practicum Instructor regarding progress, problems, and performance evaluations.

**817- 531-7530 or CELL : 817-690-2229**

[**lmetcalf@txwes.edu**](mailto:lmetcalf@txwes.edu)

WAIVER OF LIABILITY

SCHOOL OF EDUCATION

TEXAS WESLEYAN UNIVERSITY

GRADUATE PROGRAM IN COUNSELING

It is understood by the undersigned graduate counseling practicum student that in consideration for receiving counseling supervision from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Agency) and participating in the Texas Wesleyan University Graduate Counseling Program field practicum, the undersigned waives and relinquishes all claims for damage or injury to his/her person or property which may be caused by an act, or failure to act of the agency. The undersigned assumes the risk of injury from any dangerous conditions in the above-mentioned Agency.

The undersigned further agrees to indemnify, save and hold the Agency, Texas Wesleyan University and their officers and employees harmless from any claim or liability for injury or damage to person or property as a result of a negligent act or omission of the undersigned in connection with and during the graduate counseling field practicum.

The undersigned understands the risks inherent in field practicum work. Therefore, the Agency, Field Supervisor, Practicum Supervisor and graduate counseling practicum student shall collaborate in an effort to minimize such risks. The Field Supervisor shall orient the graduate counseling practicum student regarding agency policies and procedures that relate to personal safety and risk management. This orientation shall include ways the graduate counseling practicum student can protect him/herself and avoid harm. The graduate counseling practicum student shall adhere to agency risk management policies. The graduate counseling practicum student shall be advised of the potential risks while providing services to clients at the agency as well as other designated settings where service may be rendered such as home visits, public and private offices, and others facilities. Other workplace risks may include assault, sexual harassment, civil or criminal lawsuits, clients who become threatening or violent, and exposure to environmental hazards. The graduate counseling practicum student shall promptly address any safety concerns with the Field Supervisor and Practicum Supervisor.

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(Graduate Counseling Student Signature) (Date)

FIELD SUPERVISOR MID-TERM EVALUATION

SCHOOL OF EDUCATION

TEXAS WESLEYAN UNIVERSITY

SCHOOL COUNSELING PROGRAM

FIELD SUPERVISOR \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_\_\_

GRADUATE STUDENT \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

DIRECTIONS: Please write the number that best evaluates the graduate counseling student’s

performance.

(4 – Outstanding; 3 – Excellent; 2 – Adequate; 1 – Poor; 0 – Unacceptable;)

NA – Not Applicable

Professional Personalization

\_\_\_\_\_ Accepts and uses constructive criticism to enhance the development of professional

competencies.

\_\_\_\_\_ Engages in open, comfortable and clear communication with peers and supervisor.

\_\_\_\_\_ Recognizes own competencies and skills and shares these with peers and supervisor.

\_\_\_\_\_ Recognizes own deficiencies and actively works to overcome them with peers and

supervisor.

\_\_\_\_\_ Completes case reports and records punctually and conscientiously.

\_\_\_\_\_Meets with Field Supervisor weekly as agreed.

# The School Counseling Process

\_\_\_\_\_ Keeps appointments with students and parents on time.

\_\_\_\_\_ Begins counseling sessions smoothly, explaining the nature and objectives of counseling

as appropriate.

\_\_\_\_\_ Is relaxed, comfortable and spontaneous in counseling sessions.

\_\_\_\_\_ Facilitates realistic goal-setting and encourages appropriate action-step planning with the

Student.

\_\_\_\_\_ Employs professional judgment in the timing and use of different techniques.

\_\_\_\_\_ Initiates periodic evaluation of goals, action-steps, and process during counseling.

\_\_\_\_\_ Terminates counseling sessions smoothly.

\_\_\_\_\_ Is perceptive in evaluating the impact of own counseling techniques.

\_\_\_\_\_ Demonstrates ethical behavior in the counseling activity and case management.

Additional comments and/or suggestions listing areas of growth:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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(Field Supervisor Signature) (Date)

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(Graduate Counseling Student Signature) (Date)

FIELD SUPERVISOR FINAL

EVALUATION

SCHOOL OF EDUCATION

TEXAS WESLEYAN UNIVERSITY

SCHOOL COUNSELING PROGRAM

FIELD SUPERVISOR \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_\_\_

GRADUATE STUDENT \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

DIRECTIONS: Please write the number that best evaluates the graduate counseling student’s

performance.

(4 – Outstanding; 3 – Excellent; 2 – Adequate; 1 – Poor; 0 – Unacceptable;)

NA – Not Applicable

Professional Personalization

\_\_\_\_\_ Accepts and uses constructive criticism to enhance the development of professional

competencies.

\_\_\_\_\_ Engages in open, comfortable and clear communication with peers and supervisor.

\_\_\_\_\_ Recognizes own competencies and skills and shares these with peers and supervisor.

\_\_\_\_\_ Recognizes own deficiencies and actively works to overcome them with peers and

supervisor.

\_\_\_\_\_ Completes case reports and records punctually and conscientiously.

# The School Counseling Process

\_\_\_\_\_ Keeps appointments with students and parents on time.

\_\_\_\_\_ Begins counseling sessions smoothly, explaining the nature and objectives of counseling

as appropriate.

\_\_\_\_\_ Is relaxed, comfortable and spontaneous in counseling sessions.

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Student.

\_\_\_\_\_ Employs professional judgment in the timing and use of different techniques.

\_\_\_\_\_ Initiates periodic evaluation of goals, action-steps, and process during counseling.

\_\_\_\_\_ Terminates counseling sessions smoothly.

\_\_\_\_\_ Is perceptive in evaluating the impact of own counseling techniques.

\_\_\_\_\_ Demonstrates ethical behavior in the counseling activity and case management.

Additional comments and/or suggestions listing areas of growth comparing mid-term to final:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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(Field Supervisor Signature) (Date)

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(Graduate Counseling Student Signature) (Date)

STATEMENT OF MUTUAL

RESPONSIBILITIES

SCHOOL OF EDUCATION

TEXAS WESLEYAN UNIVERSITY

SCHOOL COUNSELING PROGRAM

Responsibilities of the Graduate Counseling Degree Program and the School Counseling Program:

1. Approve students for registration and placement within a practicum agency.
2. Endorse the Graduate Counseling Student Practicum Agreement for the designated term.
3. As far as practical, conference with graduate practicum students to provide feedback, give support and direction, and determine opportunities for professional growth.
4. Assign grades after consultation with the Field Supervisor and Practicum Supervisor.
5. Contact/visit with the Field Supervisor at least one time during the practicum term and maintain regular contact by telephone and/or additional visits.

Responsibilities of the Graduate Counseling Practicum Student and School Counseling Student:

1. Follow all instructions and provide the required information in this packet. If there are any questions, please ask the Practicum Supervisor for clarification.
2. Read, complete and sign the Graduate Counseling Student Practicum Agreement, Professional Liability Insurance, and Waiver of Liability.
3. Arrange an initial interview at the Practicum site with the Instructor and a completion interview.
4. Make sure your field supervisor knows the goals for your practicum. Be sure to emphasize that you need a minimum of 150 hours of experience during the entire practicum term. These hours may be spent in accordance with the grade level of your school. For example, elementary practicum students may provide classroom guidance in their own classrooms or in other classrooms in addition to parent conferences, individual conferences, etc. Secondary school counselor practicum students may give presentations to secondary students about college entrance exams, proctor entrance exams, work with groups, students, parents and teachers about students.
5. Check carefully the course outline and/or syllabus for pertinent details and complete all requirements listed.

Responsibilities of the Field Supervisor

The following guidelines provide useful information to field supervisors about the intended nature of the Practicum:

1. Regular supervision is essential to the success of the Practicum. Field Supervisors are requested to meet with graduate counseling practicum students a minimum of one hour per week, but some may choose to meet more often. At least half of those hours must involve face-to-face supervision.
2. During the entire practicum term, a student is expected to accrue a minimum of 150 clock hours of practicum counseling experience.
3. Field Supervisors should arrange for graduate counseling students to take part in staff meetings and staff in-service training.
4. The practicum student should be given the opportunity to practice individual, group, and/or family counseling in order to demonstrate counseling skills and receive feedback on his or her performance.
5. The Field Supervisors are requested to suggest readings relevant to that particular site as well as other material(s) that may increase the student’s understanding of the clientele served.

# PROFESSIONAL LIABILITY INSURANCE STATEMENT

**SCHOOL OF EDUCATION**

**TEXAS WESLEYAN UNIVERSITY GRADUATE PROGRAM IN COUNSELING**

The Texas Wesleyan University Graduate Counseling Program requires that graduate counseling students provide proof of professional liability insurance before beginning Practicum I and II. This policy shall provide coverage for both on and off campus courses and counseling activities. A minimal policy should supply the student with up to $1,000,000 per claim professional liability coverage and up to

$3,000,000 aggregate professional liability coverage.

A copy of liability insurance will be required when completing the *Graduate Student Practicum Agreement* at the beginning of the practicum semester. When purchasing a policy, verify with the provider the necessary processing time, if any, in order to comply with this requirement.

I have read, agree and will comply with the above stipulations to purchase professional liability insurance and provide a copy of such as required by the Texas Wesleyan University Graduate Program in Counseling.

\_

(Print Graduate Counseling Student Name)

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Calendar of Events

**Admissions Process**

After the Office of Graduate Admissions receives a candidate’s required documentation, the Graduate Counseling Department Admission Committee will evaluate the candidate’s documents and will determine whether the candidate is eligible for an interview.

If the candidate is granted an interview the Admission Committee will, after completion of the interview, recommend an admission status for the candidate or deny the candidate’s admission.

All applications and materials for admission should be mailed directly to:

Office of Graduate Admission

Texas Wesleyan University

1201 Wesleyan Street

Fort Worth, Texas 76105-1536

International applicants should refer to the section titled “Admission of International Students” (p. ) in this catalog and contact the Office of International Programs (817) 531-5868.

**Admissions Process Timeline**

Admission Deadlines:

|  |  |
| --- | --- |
| Fall Admittance  Spring Admittance  Summer Admittance | June 15  October 15  April 1 |

Admission Deadlines are subject to change. Contact the Graduate Admissions office for current dates at (817) 531-4930.

Students will be notified of the admission decision by mail.

**Explanation of Admission Status**

Unconditional – Unconditional admission will be offered to applicants that have satisfactorily completed and met all admission requirements and had a successful interview. The unconditional acceptance status can be postponed up to 1 year without resubmitting an application to the program.

Conditional – Conditional admission may be granted to applicants who show potential for successful graduate work but have low scholastic standing. Conditional admission status will be for 12 credit hours in the program. Conditionally admitted students earning a grade less than a B in any of the courses within the first 12 hours will be dismissed from the program. Conditionally admitted students must request full admission status upon completion of 4 courses by contacting the Coordinator of Graduate Counseling Programs. Courses must be completed in no less than 2 semesters, no more than 3 semesters or within one calendar year. Conditionally admitted students are not eligible to participate in study abroad courses.

Provisional – Applicants meeting all admission requirements, but lacking one or more official documents may be admitted provisionally for one semester only. During the semester, provisionally admitted students may enroll in up to nine credit hours. Provisional status may not be extended past the initial semester of enrollment.

Denied – Applicants that do not meet admission requirements or that have a less clearly predicted chance of success according to available information will be denied admission. Any student may be denied admission at the sole discretion of the University.

Applicants will be notified as to their status by mail following the interview. The Graduate Counseling Programs reserves the right to deny admission to any applicant as determined by the Programs faculty. All decisions by this committee are final and not subject to appeal.

**Non-Degree Seeking Students**

A non-degree-seeking student is defined as a student holding an undergraduate degree from an accredited institution with a 3.0 GPA in their last 60 hours, or holding a Master's degree in counseling or a related field. The student may enroll for only selected courses at Texas Wesleyan University and is not eligible for financial aid. Up to 12 hours of graduate coursework completed under non-degree-seeking status may be applied toward a graduate degree at Texas Wesleyan University. Up to 30 hours of graduate coursework can be completed as preparation for an additional state certification area. A student who wishes to be admitted to the graduate program as a degree-seeking student must reapply through the Office of Graduate Admissions and meet full admissions criteria to continue in the program.

**Admissions Process for Non-Degree Seeking Students**

Consideration for admission is contingent upon submission of the following items:

• An Application for Admission;

• A non-refundable application fee;

• An official transcript from each institution of higher education attended.

**Transfer Credit**

There is no automatic transfer of credit from another university. The student's advisor, the Program Director, and the Dean of the School of Education must review and approve all transfer credit. To be eligible for transfer, the course(s) must be a part of the student's chosen program and must be completed within seven years of the student’s date of graduation. Courses with grade of 'C' or below are not eligible for transfer. An official course substitution form must be completed and approved before the transfer credit becomes a part of the student's degree plan and transcript. The following are the number of transfer credits allowed by each program:

SCHOOL COUNSELING COURSE SEQUENCE

Master of Science in School Counseling, M.S.Sch.Couns.

Required Courses

Counseling

|  |  |  |
| --- | --- | --- |
| COU 6301 | Theories of Counseling | 3 Credits |
| COU 6302 | Lifespan/Human Growth & Development | 3 Credits |
| COU 6303 | Techniques of Appraisal & Assessment | 3 Credits |
| COU 6304 | Multicult/Cross-Cultural Counseling | 3 Credits |
| COU 6306 | Research Methodology & Program Evalua | 3 Credits |
| COU 6307 | Career Development & Assessment | 3 Credits |
| COU 6308 | Advanced Counseling and Crisis Skills | 3 Credits |
| COU 6309 | Ethical & Prof Conduct for Counselors | 3 Credits |
| COU 6310 | Advanced Psychopathology | 3 Credits |
| COU 6312 | Group Counseling | 3 Credits |
| COU 6313 | Counseling Children & Adolescents | 3 Credits |
| COU 6314 | Prof Identity & Prepracticum Skills | 3 Credits |
| COU 6317 | Introduction to School Counseling | 3 Credits |
| COU 6318 | Programs in School Counseling | 3 Credits |
| COU 6319 | Practicum in School Counseling | 3 Credits |
| COU 6332 | Crisis Intervention Counseling | 3 Credits |

Total Hours (48)

Texas Wesleyan University Graduate Counseling Program

**SCHOOL COUNSELING PRACTICUM EXPERIENCE WORKSHEET**

**Name: Degree:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Week of:** | **Course** | **Experience;**  Individual  Supervision  Conference  Training  Group  ARD  RTI  Testing  Other | **Direct Hours** | **Indirect Hours** |  |
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**Field Supervisor Student Date**

# Ethical Practices

Because Texas Wesleyan University supervisors serve as an extension of the university while reflecting the image of the School of Education within the community and state, it is imperative for university supervisors to demonstrate the highest standard of ethical practice. All supervisors are required to adhere to the Code of Ethics and Standard Practices for Texas Educators.

**Educator’s Code of Ethics**

**RULE §247.1 Purpose and Scope; Definitions**

(a) In compliance with the Texas Education Code, §21.041(b)(8), the State Board for Educator Certification (SBEC) adopts an Educators' Code of Ethics as set forth in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators). The SBEC may amend the ethics code in the same manner as any other formal rule.

(b) The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

(c) The SBEC is solely responsible for enforcing the Educators' Code of Ethics for purposes related to certification disciplinary proceedings. The Educators' Code of Ethics is enforced through the disciplinary procedure set forth in Chapter 249 of this title (relating to Disciplinary Proceedings, Sanctions, and Contested Cases) pursuant to the purposes stated therein.

(d) As provided in §249.5 of this title (relating to Purpose; Policy Governing Disciplinary Proceedings), the primary goals the SBEC seeks to achieve in educator disciplinary matters are:

(1) to protect the safety and welfare of Texas schoolchildren and school personnel;

(2) to ensure educators and applicants are morally fit and worthy to instruct or to supervise the youth of the state; and

(3) to fairly and efficiently resolve educator disciplinary proceedings at the least expense possible to the parties and the state.

(e) The following words, terms, and phrases, when used in this chapter, shall have the following meanings, unless the context clearly indicates otherwise.

(1) Abuse--Includes the following acts or omissions:

(A) mental or emotional injury to a student or minor that results in an observable and material impairment in the student's or minor's development, learning, or psychological functioning;

(B) causing or permitting a student or minor to be in a situation in which the student or minor sustains a mental or emotional injury that results in an observable and material impairment in the student's or minor's development, learning, or psychological functioning;

(C) physical injury that results in substantial harm to a student or minor, or the genuine threat of substantial harm from physical injury to the student or minor, including an injury that is at variance with the history or explanation given and excluding an accident or reasonable discipline; or

(D) sexual conduct harmful to a student's or minor's mental, emotional, or physical welfare.

(2) Applicant--A party seeking issuance, renewal, or reinstatement of a certificate from the Texas Education Agency staff or the State Board for Educator Certification.

(3) Code of Ethics--The Educators' Code of Ethics codified in this chapter.

(4) Complaint--A written statement submitted to the Texas Education Agency staff that contains essential facts alleging improper conduct by an educator, applicant, or examinee, the complainant's verifiable contact information, including full name, complete address, and phone number, which provides grounds for sanctions.

(5) Contested case--A proceeding under this chapter in which the legal rights, duties, and privileges related to a party's educator certificate are to be determined by the State Board for Educator Certification and/or the State Office of Administrative Hearings commencing when a petition is properly served under this chapter.

(6) Disciplinary proceedings--Any matter arising under this chapter or Chapter 249 of this title (relating to Disciplinary Proceedings, Sanctions, and Contested Cases) that results in a final order or finding issued by the Texas Education Agency staff, the State Office of Administrative Hearings, or the State Board for Educator Certification relating to the legal rights, duties, privileges, and status of a party's educator certificate.

(7) Educator--A person who is required to hold a certificate issued under the Texas Education Code, Chapter 21, Subchapter B.

(8) Endanger--Exposure of a student or minor to unjustified risk of injury or to injury that jeopardizes the physical health or safety of the student or minor without regard to whether there has been an actual injury to the student or minor.

(9) Good moral character--The virtues of a person as evidenced by patterns of personal, academic, and occupational behaviors that, in the judgment of the State Board for Educator Certification, indicate honesty, accountability, trustworthiness, reliability, and integrity. Lack of good moral character may be evidenced by the commission of crimes relating directly to the duties and responsibilities of the education profession as described in §249.16(b) of this title (relating to Eligibility of Persons with Criminal History for a Certificate under Texas Occupations Code, Chapter 53, and Texas Education Code, Chapter 21), or by the commission of acts involving moral turpitude, but conduct that evidences a lack of good moral character is not necessarily limited to such crimes or acts.

(10) Intentionally--An educator acts intentionally, or with intent, with respect to the nature of his or her conduct or to a result of his or her conduct when it is his or her conscious objective or desire to engage in the conduct or cause the result.

(11) Knowingly--An educator acts knowingly, or with knowledge, with respect to the nature of his or her conduct or to circumstances surrounding his or her conduct when he or she is aware of the nature of the conduct or that the circumstances exist. A person acts knowingly, or with knowledge, with respect to a result of his or her conduct when he or she is aware that the conduct is reasonably certain to cause the result.

(12) Minor--A person under 18 years of age.

(13) Moral turpitude--Improper conduct, including, but not limited to, the following: dishonesty; fraud; deceit; theft; misrepresentation; deliberate violence; base, vile, or depraved acts that are intended to arouse or to gratify the sexual desire of the actor; drug or alcohol related offenses as described in §249.16(b) of this title (relating to Eligibility of Persons with Criminal History for a Certificate under Texas Occupations Code, Chapter 53, and Texas Education Code, Chapter 21); or acts constituting abuse or neglect under the Texas Family Code, §261.001.

(14) Neglect--The placing or leaving of a student or minor in a situation where the student or minor would be exposed to a substantial risk of physical or mental harm.

(15) Recklessly--An educator acts recklessly, or is reckless, with respect to circumstances surrounding his or her conduct or the results of his or her conduct when he or she is aware of but consciously disregards a substantial and unjustifiable risk that the circumstances exist or that the result will occur.

(16) Sanction--A disciplinary action by the State Board for Educator Certification, including a restriction, reprimand, suspension, revocation of a certificate, or a surrender in lieu of disciplinary action.

(17) Sexual harassment--Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature.

(18) State Board for Educator Certification--The State Board for Educator Certification acting through its voting members in a decision-making capacity.

(19) State Board for Educator Certification member(s)--One or more of the members of the State Board for Educator Certification, appointed and qualified under the Texas Education Code, §21.033.

(20) Student--A person enrolled in a primary or secondary school, whether public, private, or charter, regardless of the person's age, or a person 18 years of age or younger who is eligible to be enrolled in a primary or secondary school, whether public, private, or charter.

(21) Texas Education Agency staff--Staff of the Texas Education Agency assigned by the commissioner of education to perform the State Board for Educator Certification's administrative functions and services.

(22) Under the influence of alcohol--A blood alcohol content of .04% or greater and/or lacking the normal use of mental or physical faculties by reason of the introduction of alcohol.

(23) Worthy to instruct or to supervise the youth of this state--Presence of those moral, mental, and psychological qualities that are required to enable an educator to render the service essential to the accomplishment of the goals and mission of the State Board for Educator Certification policy and this chapter.

**RULE §247.2 Code of Ethics and Standard Practices for Texas Educators**

Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

(A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

(B) Standard 1.2. The educator shall not intentionally, knowingly, or recklessly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

(C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

(E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or that are used to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

(F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

(G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

(H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

(J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

(K) Standard 1.11. The educator shall not intentionally, knowingly, or recklessly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) Standard 1.12. The educator shall refrain from the illegal use, abuse, or distribution of controlled substances, prescription drugs, and toxic inhalants.

(M) Standard 1.13. The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.

(2) Ethical Conduct Toward Professional Colleagues.

(A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

(D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

(F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(H) Standard 2.8. The educator shall not intentionally or knowingly subject a colleague to sexual harassment.

(3) Ethical Conduct Toward Students.

(A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

(E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

(G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

(H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

(i) the nature, purpose, timing, and amount of the communication;

(ii) the subject matter of the communication;

(iii) whether the communication was made openly, or the educator attempted to conceal the communication;

(iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;

(v) whether the communication was sexually explicit; and

(vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Texas Wesleyan University requires supervisors to acknowledge and practice accountability of **confidentiality** pertaining to **every** clinical teacher/intern. Clinical teachers/interns information regarding previous or current performance of clinical teacher/intern evaluation competencies, information pertaining to individual clinical teacher/intern circumstances and/or any other information which could prove a liability should be carefully considered by the university supervisor with respect to:

* the clinical teacher/intern as an individual;
* the clinical teacher/intern’s current and/or prospective placement;
* the clinical teacher/intern’s future educational career;
* the conflict resolution process required from the Director of Field Experience;
* the image of the School of Education within the community and state.

**American School Counselor Association**

**Code of Ethics**

**A. RESPONSIBILITY TO STUDENTS**

**A.1. Supporting Student Development**

**School counselors:**

a. Have a primary obligation to the students, who are to be treated with dignity and respect as unique individuals.

b. Aim to provide counseling to students in a brief context and support students and families/guardians in obtaining outside services if the student needs long-term clinical counseling.

c. Do not diagnose but remain acutely aware of how a student’s diagnosis can potentially affect the student’s academic success.

d. Acknowledge the vital role of parents/guardians and families.

e. Are concerned with students’ academic, career and social/ emotional needs and encourage each student’s maximum development.

f. Respect students’ and families’ values, beliefs, sexual orientation, gender identification/expression and cultural background and exercise great care to avoid imposing personal beliefs or values rooted in one’s religion, culture or ethnicity.

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g. Are knowledgeable of laws, regulations and policies affecting students and families and strive to protect and inform students and families regarding their rights.

h. Provide effective, responsive interventions to address student needs.

i. Consider the involvement of support networks, wraparound services and educational teams needed to best serve students.

j. Maintain appropriate boundaries and are aware that any sexual or romantic relationship with students whether legal or illegal in the state of practice is considered a grievous breach  
of ethics and is prohibited regardless of a student’s age. This prohibition applies to both in-person and electronic interactions and relationships.

**A.2. Confidentiality**

**School counselors:**

a. Promote awareness of school counselors’ ethical standards and legal mandates regarding confidentiality and the appropriate rationale and procedures for disclosure of student data and information to school staff.

b. Inform students of the purposes, goals, techniques and rules of procedure under which they may receive counseling. Disclosure includes informed consent and clarification of the limits of confidentiality. Informed consent requires competence, voluntariness and knowledge on the part of students to understand the limits of confidentiality and, therefore, can be difficult to obtain from students of certain developmental levels, English-language learners and special-needs populations. If the student

is able to give assent/consent before school counselors share confidential information, school counselors attempt to gain the student’s assent/consent.

c. Are aware that even though attempts are made to obtain informed consent, it is not always possible. When needed, school counselors make counseling decisions on students’ behalf that promote students’ welfare.

d. Explain the limits of confidentiality in developmentally appropriate terms through multiple methods such as student handbooks, school counselor department websites, school counseling brochures, classroom lessons and/or verbal notification to individual students.

e. Keep information confidential unless legal requirements demand that confidential information be revealed or a breach is required to prevent serious and foreseeable harm to the stdent. Serious and foreseeable harm is different for each minor in schools and is determined by students’ developmental and chronological age, the setting, parental rights and the nature of the harm. School counselors consult with appropriate professionals when in doubt as to the validity of an exception.

f. Recognize their primary ethical obligation for confidentiality is to the students but balance that obligation with an under- standing of parents’/guardians’ legal and inherent rights to be the guiding voice in their children’s lives. School counselors understand the need to balance students’ ethical rights to make choices, their capacity to give consent or assent, and parental or familial legal rights and responsibilities to make decisions on their child’s behalf.

g. Promote the autonomy of students to the extent possible and use the most appropriate and least intrusive method to breach confidentiality, if such action is warranted. The child’s develop- mental age and the circumstances requiring the breach are considered, and as appropriate, students are engaged in a discussion about the method and timing of the breach. Consultation with peers and/or supervision is recommended.

h. In absence of state legislation expressly forbidding disclosure, consider the ethical responsibility to provide information to  
an identified third party who, by his/her relationship with the student, is at a high risk of contracting a disease that is commonly known to be communicable and fatal. Disclosure requires satisfaction of all of the following conditions:

1) Student identifies partner, or the partner is highly identifiable

2) School counselor recommends the student notify partner and refrain from further high-risk behavior

3) Student refuses

4) School counselor informs the student of the intent to notify the partner

5) School counselor seeks legal consultation from the school district’s legal representative in writing as to the legalities of informing the partner

i. Request of the court that disclosure not be required when the school counselor’s testimony or case notes are subpoenaed if the release of confidential information may potentially harm a student or the counseling relationship.

j. Protect the confidentiality of students’ records and release personal data in accordance with prescribed federal and state laws and school board policies.

k. Recognize the vulnerability of confidentiality in electronic communications and only transmit student information electronically in a way that follows currently accepted security standards and meets federal, state and local laws and board policy.

l. Convey a student’s highly sensitive information (e.g., a student’s suicidal ideation) through personal contact such as a phone call or visit and not less-secure means such as a notation in the educational record or an e-mail. Adhere to state, federal and school board policy when conveying sensitive information.

m. Advocate for appropriate safeguards and protocols so highly sensitive student information is not disclosed accidentally to individuals who do not have a need to know such information. Best practice suggests a very limited number of educators would have access to highly sensitive information on a need-to-know basis.

n. Advocate with appropriate school officials for acceptable encryption standards to be utilized for stored data and currently acceptable algorithms to be utilized for data in transit.

o. Avoid using software programs without the technological capabilities to protect student information based upon currently acceptable security standards and the law.

**A.3. Comprehensive Data-Informed Program**

**School counselors:**

a. Collaborate with administration, teachers, staff and decision makers around school-improvement goals.

b. Provide students with a comprehensive school counseling program that ensures equitable academic, career and social/ emotional development opportunities for all students.

c. Review school and student data to assess needs including, but not limited to, data on disparities that may exist related to gen- der, race, ethnicity, socio-economic status and/or other relevant classifications.

d. Use data to determine needed interventions, which are then delivered to help close the information, attainment, achievement and opportunity gaps.

e. Collect participation, Mindsets & Behaviors and outcome data and analyze the data to determine the progress and effectiveness of the school counseling program. School counselors ensure the school counseling annual student outcome goals and action plans are aligned with district’s school improvement goals.

f. Use data-collection tools adhering to confidentiality standards as expressed in A.2.

g. Share data outcomes with stakeholders.

**A.4. Academic, Career and Social/Emotional Plans**

**School counselors:**

a. Collaborate with administration, teachers, staff and decision makers to create a culture of postsecondary readiness

b. Provide and advocate for individual students’ preK– postsecondary college and career awareness, exploration and postsecondary planning and decision making, which supports the students’ right to choose from the wide array of options when students complete secondary education.

c. Identify gaps in college and career access and the implications of such data for addressing both intentional and unintentional biases related to college and career counseling.

d. Provide opportunities for all students to develop the mindsets and behaviors necessary to learn work-related skills, resilience, perseverance, an understanding of lifelong learning as a part of long-term career success, a positive attitude toward learning and a strong work ethic.

**A.5. Dual Relationships and Managing Boundaries**

**School counselors:**

a. Avoid dual relationships that might impair their objectivity and increase the risk of harm to students (e.g., counseling one’s family members or the children of close friends or associates). If a dual relationship is unavoidable, the school counselor is responsible for taking action to eliminate or reduce the potential for harm to the student through use of safeguards, which might include informed consent, consultation, supervision and documentation.

b. Establish and maintain appropriate professional relationships with students at all times. School counselors consider the risks and benefits of extending current school counseling relationships beyond conventional parameters, such as attending a student’s distant athletic competition. In extending these boundaries, school counselors take appropriate professional precautions such as informed consent, consultation and supervision. School counselors document the nature of interactions that extend beyond conventional parameters, including the rationale for the interaction, the potential benefit and the possible positive and negative consequences for the student and school counselor.

c. Avoid dual relationships beyond the professional level with school personnel, parents/guardians and students’ other family members when these relationships might infringe on the integrity of the school counselor/student relationship. Inappropriate dual relationships include, but are not limited to, providing direct discipline, teaching courses that involve grading students and/

or accepting administrative duties in the absence of an administrator.

d. Do not use personal social media, personal e-mail accounts or personal texts to interact with students unless specifically encouraged and sanctioned by the school district. School counselors adhere to professional boundaries and legal, ethical and school district guidelines when using technology with students, parents/guardians or school staff. The technology utilized, including, but not limited to, social networking sites or apps, should be endorsed by the school district and used for professional communication and the distribution of vital information.

**A.6. Appropriate Referrals and Advocacy**

**School counselors:**

a. Collaborate with all relevant stakeholders, including students, educators and parents/guardians when student assistance is needed, including the identification of early warning signs of student distress.

b. Provide a list of resources for outside agencies and resources in their community to student(s) and parents/guardians when students need or request additional support. School counselors provide multiple referral options or the district’s vetted list and are careful not to indicate an endorsement or preference for one counselor or practice. School counselors encourage parents to interview outside professionals to make a personal decision regarding the best source of assistance for their student.

c. Connect students with services provided through the local school district and community agencies and remain aware of state laws and local district policies related to students with special needs, including limits to confidentiality and notification to authorities as appropriate.

d. Develop a plan for the transitioning of primary counseling services with minimal interruption of services. Students retain the right for the referred services to be done in coordination with the school counselor or to discontinue counseling services with the school counselor while maintaining an appropriate relationship that may include providing other school support services.

e. Refrain from referring students based solely on the school counselor’s personal beliefs or values rooted in one’s religion, culture, ethnicity or personal worldview. School counselors

maintain the highest respect for student diversity. School counselors should pursue additional training and supervision in areas where they are at risk of imposing their values on students, especially when the school counselor’s values are discriminatory in nature. School counselors do not impose their values on students and/or families when making referrals to outside resources for student and/or family support.

f. Attempt to establish a collaborative relationship with outside service providers to best serve students. Request a release of in- formation signed by the student and/or parents/guardians before attempting to collaborate with the student’s external provider.

g. Provide internal and external service providers with accurate, objective, meaningful data necessary to adequately assess, counsel and assist the student.

h. Ensure there is not a conflict of interest in providing referral resources. School counselors do not refer or accept a referral to counsel a student from their school if they also work in a private counseling practice.

**A.7. Group Work**

**School counselors:**

a. Facilitate short-term groups to address students’ academic, career and/or social/emotional issues.

b. Inform parent/guardian(s) of student participation in a small group.

c. Screen students for group membership.

d. Use data to measure member needs to establish well-defined expectations of group members.

e. Communicate the aspiration of confidentiality as a group norm, while recognizing and working from the protective posture that confidentiality for minors in schools cannot be guaranteed.

f. Select topics for groups with the clear understanding that some topics are not suitable for groups in schools and accordingly take precautions to protect members from harm as a result of interactions with the group.

g. Facilitate groups from the framework of evidence-based or research-based practices.

h. Practice within their competence level and develop profession- al competence through training and supervision.

i. Measure the outcomes of group participation (participation, Mindsets & Behaviors and outcome data).

j. Provide necessary follow up with group members.

**A.8. Student Peer-Support Program**

**School counselors:**

a. Safeguard the welfare of students participating in peer-to-peer programs under their direction.

b. Supervise students engaged in peer helping, mediation and other similar peer-support groups. School counselors are responsible for appropriate skill development for students serving as peer support in school counseling programs. School counselors

continuously monitor students who are giving peer support and reinforce the confidential nature of their work. School counselors inform peer-support students about the parameters of when students need to report information to responsible adults.

**A.9. Serious and Foreseeable Harm to Self and Others**

**School counselors:**

a. Inform parents/guardians and/or appropriate authorities when a student poses a serious and foreseeable risk of harm to self  
or others. When feasible, this is to be done after careful deliberation and consultation with other appropriate professionals. School counselors inform students of the school counselor’s legal and ethical obligations to report the concern to the appropriate authorities unless it is appropriate to withhold this information to protect the student (e.g. student might run away if he/she knows parents are being called). The consequence of the risk

of not giving parents/guardians a chance to intervene on behalf of their child is too great. Even if the danger appears relatively remote, parents should be notified.

b. Use risk assessments with caution. If risk assessments are used by the school counselor, an intervention plan should be developed and in place prior to this practice. When reporting risk-assessment results to parents, school counselors do not negate the risk of harm even if the assessment reveals a low risk as students may minimize risk to avoid further scrutiny and/or parental notification. School counselors report risk assessment results to parents to underscore the need to act on behalf of a child at risk; this is not intended to assure parents their child isn’t at risk, which is something a school counselor cannot know with certainty.

c. Do not release a student who is a danger to self or others until the student has proper and necessary support. If parents will  
not provide proper support, the school counselor takes necessary steps to underscore to parents/guardians the necessity to seek help and at times may include a report to child protective services.

d. Report to parents/guardians and/or appropriate authorities when students disclose a perpetrated or a perceived threat to their physical or mental well-being. This threat may include, but is not limited to, physical abuse, sexual abuse, neglect, dating violence, bullying or sexual harassment. The school counsel-

or follows applicable federal, state and local laws and school district policy.

**A.10. Underserved and At-Risk Populations**

**School counselors:**

a. Strive to contribute to a safe, respectful, nondiscriminatory school environment in which all members of the school community demonstrate respect and civility.

b. Advocate for and collaborate with students to ensure students remain safe at home and at school. A high standard of care includes determining what information is shared with parents/ guardians and when information creates an unsafe environment for students.

c. Identify resources needed to optimize education.

d. Collaborate with parents/guardians, when appropriate, to establish communication and to ensure students’ needs are met.

e. Understand students have the right to be treated in a manner consistent with their gender identity and to be free from any form of discipline, harassment or discrimination based on their gender identity or gender expression.

f. Advocate for the equal right and access to free, appropriate public education for all youth, in which students are not stigmatized or isolated based on their housing status, disability, foster care, special education status, mental health or any other exceptionality or special need.

g. Recognize the strengths of students with disabilities as well as their challenges and provide best practices and current research in supporting their academic, career and social/emotional needs.

**A.11. Bullying, Harassment and Child Abuse**

**School counselors:**

a. Report to the administration all incidents of bullying, dating violence and sexual harassment as most fall under Title IX of the Education Amendments of 1972 or other federal and state laws as being illegal and require administrator interventions. School counselors provide services to victims and perpetrator  
as appropriate, which may include a safety plan and reasonable accommodations such as schedule change, but school counselors defer to administration for all discipline issues for this or any other federal, state or school board violation.

b. Report suspected cases of child abuse and neglect to the proper authorities and take reasonable precautions to protect the privacy of the student for whom abuse or neglect is suspected when alerting the proper authorities.

c. Are knowledgeable about current state laws and their school system’s procedures for reporting child abuse and neglect and methods to advocate for students’ physical and emotional safety following abuse/neglect reports.

d. Develop and maintain the expertise to recognize the signs and indicators of abuse and neglect. Encourage training to enable students and staff to have the knowledge and skills needed to recognize the signs of abuse and neglect and to whom they should report suspected abuse or neglect.

e. Guide and assist students who have experienced abuse and neglect by providing appropriate services.

**A.12. Student Records**

**School counselors:**

a. Abide by the Family Educational Rights and Privacy Act (FERPA), which defines who has access to students’ educational records and allows parents the right to review and challenge perceived inaccuracies in their child’s records.

b. Advocate for the ethical use of student data and records and inform administration of inappropriate or harmful practices.

c. Recognize the difficulty in meeting the criteria of sole-possession records.

d. Recognize that sole-possession records and case notes can be subpoenaed unless there is a specific state statute for privileged communication expressly protecting student/school counselor communication.

e. Recognize that electronic communications with school officials regarding individual students, even without using student names, are likely to create student records that must be ad- dressed in accordance with FERPA and state laws.

f. Establish a reasonable timeline for purging sole-possession records or case notes. Suggested guidelines include shredding paper sole-possession records or deleting electronic sole-possession records when a student transitions to the next level, transfers to another school or graduates. School counselors do not destroy sole-possession records that may be needed by a court of law, such as notes on child abuse, suicide, sexual harassment or violence, without prior review and approval by school district legal counsel. School counselors follow district policies and procedures when contacting legal counsel.

**A.13. Evaluation, Assessment and Interpretation**

**School counselors:**

a. Use only valid and reliable tests and assessments with concern for bias and cultural sensitivity.

b. Adhere to all professional standards when selecting, administering and interpreting assessment measures and only utilize assessment measures that are within the scope of practice for school counselors and for which they are licensed, certified and competent.

c. Are mindful of confidentiality guidelines when utilizing paper or electronic evaluative or assessment instruments and pro- grams.

d. Consider the student’s developmental age, language skills and level of competence when determining the appropriateness of an assessment.

e. Use multiple data points when possible to provide students and families with accurate, objective and concise information to promote students’ well-being.

f. Provide interpretation of the nature, purposes, results and potential impact of assessment/evaluation measures in language the students and parents/guardians can understand.

g. Monitor the use of assessment results and interpretations and take reasonable steps to prevent others from misusing the information.

h. Use caution when utilizing assessment techniques, making evaluations and interpreting the performance of populations not represented in the norm group on which an instrument is standardized.

i. Conduct school counseling program assessments to determine the effectiveness of activities supporting students’ academic, career and social/emotional development through accountability measures, especially examining efforts to close information, opportunity and attainment gaps.

**A.14. Technical and Digital Citizenship**

**School counselors:**

a. Demonstrate appropriate selection and use of technology and software applications to enhance students’ academic, career and social/emotional development. Attention is given to the ethical and legal considerations of technological applications, including confidentiality concerns, security issues, potential limitations and benefits and communication practices in electronic media.

b. Take appropriate and reasonable measures for maintaining confidentiality of student information and educational records stored or transmitted through the use of computers, social media, facsimile machines, telephones, voicemail, answering machines and other electronic technology.

c. Promote the safe and responsible use of technology in collabo- ration with educators and families.

d. Promote the benefits and clarify the limitations of various appropriate technological applications.

e. Use established and approved means of communication with students, maintaining appropriate boundaries. School counselors help educate students about appropriate communication and boundaries.

f. Advocate for equal access to technology for all students.

**A.15. Virtual/Distance School Counseling**

**School counselors:**

a. Adhere to the same ethical guidelines in a virtual/distance setting as school counselors in face-to-face settings.

b. Recognize and acknowledge the challenges and limitations of virtual/distance school counseling.

c. Implement procedures for students to follow in both emergency and nonemergency situations when the school counselor is not available.

d. Recognize and mitigate the limitation of virtual/distance school counseling confidentiality, which may include unintended viewers or recipients.

e. Inform both the student and parent/guardian of the benefits and limitations of virtual/distance counseling.

f. Educate students on how to participate in the electronic school counseling relationship to minimize and prevent potential mis- understandings that could occur due to lack of verbal cues and inability to read body language or other visual cues that provide contextual meaning to the school counseling process and school counseling relationship.

**B. RESPONSIBILITIES TO PARENTS/ GUARDIANS, SCHOOL AND SELF**

**B.1. Responsibilities to Parents/Guardians**

**School counselors:**

a. Recognize that providing services to minors in a school setting requires school counselors to collaborate with students’ parents/ guardians as appropriate.

b. Respect the rights and responsibilities of custodial and noncustodial parents/guardians and, as appropriate, establish a collaborative relationship with parents/guardians to facilitate students’ maximum development.

c. Adhere to laws, local guidelines and ethical practice when assisting parents/guardians experiencing family difficulties interfering with the student’s welfare.

d. Are culturally competent and sensitive to diversity among families. Recognize that all parents/guardians, custodial and noncustodial, are vested with certain rights and responsibilities for their children’s welfare by virtue of their role and according to law.

e. Inform parents of the mission of the school counseling pro- gram and program standards in academic, career and social/ emotional domains that promote and enhance the learning process for all students.

f. Inform parents/guardians of the confidential nature of the school counseling relationship between the school counselor and student.

g. Respect the confidentiality of parents/guardians as appropriate and in accordance with the student’s best interests.

h. Provide parents/guardians with accurate, comprehensive and relevant information in an objective and caring manner, as is appropriate and consistent with ethical and legal responsibilities to the student and parent.

i. In cases of divorce or separation, follow the directions and stipulations of the legal documentation, maintaining focus on the student. School counselors avoid supporting one parent over another.

**B.2. Responsibilities to the School**

**School counselors:**

a. Develop and maintain professional relationships and systems of communication with faculty, staff and administrators to support students.

b. Design and deliver comprehensive school counseling pro- grams that are integral to the school’s academic mission; driven by student data; based on standards for academic, career and social/emotional development; and promote and enhance the learning process for all students.

c. Advocate for a school counseling program free of non-school-counseling assignments identified by “The ASCA National Model: A Framework for School Counseling Pro- grams” as inappropriate to the school counselor’s role.

d. Provide leadership to create systemic change to enhance the school.

e. Collaborate with appropriate officials to remove barriers that may impede the effectiveness of the school or the school counseling program.

f. Provide support, consultation and mentoring to professionals in need of assistance when in the scope of the school counselor’s role.

g. Inform appropriate officials, in accordance with school board policy, of conditions that may be potentially disruptive or

damaging to the school’s mission, personnel and property while honoring the confidentiality between the student and the school counselor to the extent feasible, consistent with applicable law and policy.

h. Advocate for administrators to place in school counseling positions certified school counselors who are competent, qualified and hold a master’s degree or higher in school counseling from an accredited program.

i. Advocate for equitable school counseling program policies and practices for all students and stakeholders.

j. Strive to use translators who have been vetted or reviewed and bilingual/multilingual school counseling program materials rep- resenting languages used by families in the school community.

k. Affirm the abilities of and advocate for the learning needs of all students. School counselors support the provision of appropriate accommodations and accessibility.

l. Provide workshops and written/digital information to families to increase understanding, improve communication and promote student achievement.

m. Promote cultural competence to help create a safer more inclusive school environment.

n. Adhere to educational/psychological research practices, confidentiality safeguards, security practices and school district policies when conducting research.

o. Promote equity and access for all students through the use of community resources.

p. Use culturally inclusive language in all forms of communication.

q. Collaborate as needed to provide optimum services with other professionals such as special educators, school nurses, school social workers, school psychologists, college counselors/ admissions officers, physical therapists, occupational therapists, speech pathologists, administrators.

r. Work responsibly to remedy work environments that do not reflect the profession’s ethics.

s. Work responsibly through the correct channels to try and remedy work conditions that do not reflect the ethics of the profession.

**B.3. Responsibilities to Self**

**School counselors:**

a. Have completed a counselor education program at an accredit- ed institution and earned a master’s degree in school counseling.

b. Maintain membership in school counselor professional organizations to stay up to date on current research and to maintain professional competence in current school counseling issues and topics. School counselors maintain competence in their skills by utilizing current interventions and best practices.

c. Accept employment only for those positions for which they are qualified by education, training, supervised experience and state/national professional credentials.

d. Adhere to ethical standards of the profession and other official policy statements such as ASCA Position Statements and

Role Statements, school board policies and relevant laws. When laws and ethical codes are in conflict school counselors work to adhere to both as much as possible.

e. Engage in professional development and personal growth throughout their careers. Professional development includes attendance at state and national conferences and reading journal articles. School counselors regularly attend training on school counselors’ current legal and ethical responsibilities.

f. Monitor their emotional and physical health and practice wellness to ensure optimal professional effectiveness. School counselors seek physical or mental health support when needed to ensure professional competence.

g. Monitor personal behaviors and recognize the high standard of care a professional in this critical position of trust must maintain on and off the job. School counselors are cognizant of and refrain from activity that may diminish their effectiveness within the school community.

h. Seek consultation and supervision from school counselors and other professionals who are knowledgeable of school counselors’ ethical practices when ethical and professional questions arise.

i. Monitor and expand personal multicultural and social-justice advocacy awareness, knowledge and skills to be an effective culturally competent school counselor. Understand how prejudice, privilege and various forms of oppression based on ethnicity, racial identity, age, economic status, abilities/disabilities, language, immigration status, sexual orientation, gender, gender identity expression, family type, religious/spiritual identity, appearance and living situations (e.g., foster care, homelessness, incarceration) affect students and stakeholders.

j. Refrain from refusing services to students based solely on the school counselor’s personally held beliefs or values rooted in one’s religion, culture or ethnicity. School counselors respect the diversity of students and seek training and supervision when prejudice or biases interfere with providing comprehensive ser- vices to all students.

k. Work toward a school climate that embraces diversity and promotes academic, career and social/emotional development for all students.

l. Make clear distinctions between actions and statements (both verbal and written) made as a private individual and those made as a representative of the school counseling profession and of the school district.

m. Respect the intellectual property of others and adhere to copyright laws and correctly cite others’ work when using it.

**C. SCHOOL COUNSELOR ADMINISTRATORS/SUPERVISORS**

**School counselor administrators/supervisors support school counselors in their charge by:**

a. Advocating both within and outside of their schools or districts for adequate resources to implement a comprehensive school counseling program and meet their students’ needs.

b. Advocating for fair and open distribution of resources among programs supervised. An allocation procedure should be developed that is nondiscriminatory, informed by data and consistently applied.

c. Taking reasonable steps to ensure school and other resources are available to provide appropriate staff supervision and training.

d. Providing opportunities for professional development in cur- rent research related to school counseling practice and ethics.

e. Taking steps to eliminate conditions or practices in their schools or organizations that may violate, discourage or interfere with compliance with the ethics and laws related to the profession.

f. Monitoring school and organizational policies, regulations and procedures to ensure practices are consistent with the ASCA Ethical Standards for School Counselors.

**D. SCHOOL COUNSELING INTERN SITE SUPERVISORS**

**Field/intern site supervisors:**

a. Are licensed or certified school counselors and/or have an understanding of comprehensive school counseling programs and the ethical practices of school counselors.

b. Have the education and training to provide clinical supervision. Supervisors regularly pursue continuing education activities on both counseling and supervision topics and skills.

c. Use a collaborative model of supervision that is on-going and includes, but is not limited to, the following activities: promoting professional growth, supporting best practices and ethical practice, assessing supervisee performance and developing plans for improvement, consulting on specific cases and assisting in the development of a course of action.

d. Are culturally competent and consider cultural factors that may have an impact on the supervisory relationship.

e. Do not engage in supervisory relationships with individuals with whom they have the inability to remain objective. Such individuals include, but are not limited to, family members and close friends.

f. Are competent with technology used to perform supervisory responsibilities and online supervision, if applicable. Supervisors protect all electronically transmitted confidential information.

g. Understand there are differences in face-to face and virtual communication (e.g., absence of verbal and nonverbal cues) that may have an impact on virtual supervision. Supervisors educate supervisees on how to communicate electronically to prevent and avoid potential problems.

h. Provide information about how and when virtual supervisory services will be utilized. Reasonable access to pertinent applications should be provided to school counselors.

i. Ensure supervisees are aware of policies and procedures related to supervision and evaluation and provide due-process procedures if supervisees request or appeal their evaluations.

j. Ensure performance evaluations are completed in a timely, fair and considerate manner, using data when available and based on clearly stated criteria.

k. Use evaluation tools measuring the competence of school counseling interns. These tools should be grounded in state and national school counseling standards. In the event no such tool is available in the school district, the supervisor seeks out relevant evaluation tools and advocates for their use.

l. Are aware of supervisee limitations and communicate concerns to the university/college supervisor in a timely manner.

m. Assist supervisees in obtaining remediation and professional development as necessary.

n. Contact university/college supervisors to recommend dismiss- al when supervisees are unable to demonstrate competence as  
a school counselor as defined by the ASCA School Counselor Professional Standards & Competencies and state and national standards. Supervisors consult with school administrators and document recommendations to dismiss or refer a supervisee for assistance. Supervisors ensure supervisees are aware of such decisions and the resources available to them. Supervisors document all steps taken.

**E. MAINTENANCE OF STANDARDS**

When serious doubt exists as to the ethical behavior of a col- league(s) the following procedures may serve as a guide:

a. School counselors consult with professional colleagues to discuss the potentially unethical behavior and to see if the professional colleague views the situation as an ethical violation. School counselors understand mandatory reporting in their respective district and states.

b. School counselors discuss and seek resolution directly with the colleague whose behavior is in question unless the behavior is unlawful, abusive, egregious or dangerous, in which case proper school or community authorities are contacted.

c. If the matter remains unresolved at the school, school district or state professional practice/standards commission, referral for review and appropriate action should be made in the following sequence:

• State school counselor association

• American School Counselor Association (Complaints should be submitted in hard copy to the ASCA Ethics Committee, c/o the Executive Director, American School Counselor Association, 1101 King St., Suite 310, Alexandria, VA 22314.)

**F. ETHICAL DECISION MAKING**

When faced with an ethical dilemma, school counselors and school counseling program directors/supervisors use an ethical decision-making model such as Solutions to Ethical Problems in Schools (STEPS) (Stone, 2001):

a. Define the problem emotionally and intellectually

b. Apply the ASCA Ethical Standards for School Counselors and the law

c. Consider the students’ chronological and developmental levels d. Consider the setting, parental rights and minors’ rights

e. Apply the ethical principles of beneficence, autonomy, nonmaleficence, loyalty and justice

f. Determine potential courses of action and their consequences g. Evaluate the selected action  
h. Consult  
i. Implement the course of action

**GLOSSARY OF TERMS**

**Advocate**

a person who speaks, writes or acts to promote the well-being of students, parents/guardians and the school counseling profession. School counselors advocate to close the information, opportunity, intervention and attainment gaps for all students.

**Assent**

to demonstrate agreement when a student is not competent to give informed consent to counseling or other services the school counselor is providing.

**Assessment**

collecting in-depth information about a person to develop a comprehensive plan that will guide the collaborative counseling and service provision process.

**Boundaries**

something that indicates or affixes an extent or limits.

**Breach**

disclosure of information given in private or confidential communication such as information given during counseling.

**Competence**

the quality of being competent; adequacy; possession of required skill, knowledge, qualification or capacity.

**Disclosure**

the act or an instance of exposure or revelation.

**Diversity**

the inclusion of individuals representing more than one national origin, gender/gender identity, color, religion, socio-economic stratum, sexual orientation and the intersection of cultural and social identities.

**Dual Relationship**

a relationship in which a school counselor is concurrently participating in two or more roles with a student.

**Empathy**

the action of understanding, being aware of, being sensitive to and vicariously experiencing the feelings, thoughts and experience of another without having the feelings, thoughts and experience fully communicated in an objectively explicit manner.

**Emancipated Minor**

a minor who is legally freed from control by his or her parents or guardians, and the parents or guardians are freed from any and all responsibility toward the child.

**Encryption**

process of putting information into a coded form to control and limit access to authorized users.

**Ethics**

the norms and principles of conduct and philosophy governing the profession.

**Ethical Behavior**

actions defined by standards of conduct for the profession.

**Ethical Obligation**

a standard or set of standards defining the course of action for the profession.

**Ethical Rights**

the fundamental normative rules about what is allowed of people or owed to people, according to some legal system, social convention or ethical theory.

**Feasible**

capable of being done, effected or accomplished.

**Gender Expression**

the ways in which students manifest masculinity or femininity in terms of clothing, communication patterns and interests, which may or may not reflect the student’s gender identity.

**Gender Identity**

One’s personal experience of one’s own gender. When one’s gender identity and biological sex are not congruent, the student may identify as transsexual or transgender.

**Harassment**

the act of systematic and/or continued unwanted disturbing or troubling persecution.

**Informed Consent**

assisting students in acquiring an understanding of the limits of confidentiality, the benefits, facts and risks of entering into a counseling relationship.

**Intervention**

to provide modifications, materials, advice, aids, services or other forms of support to have a positive impact on the outcome or course of a condition.

**Confidentiality**

the ethical duty of school counselors to responsibly protect a student’s private communications shared in counseling.

**Conflict of Interest**

a situation in which a school counselor stands to personally profit from a decision involving a student.

**Consent**

permission, approval or agreement; compliance.

**Consultation**

a professional relationship in which individuals meet to seek ad- vice, information and/or deliberation to address a student’s need.

**Conventional Parameters**

general agreement or accepted standards regarding limits, boundaries or guidelines.

**Cultural Sensitivity**

a set of skills enabling you to know, understand and value the similarities and differences in people and modify your behavior to be most effective and respectful of students and families and to deliver programs that fit the needs of diverse learners.

**Data Dialogues**

inquiry with others around student information to uncover inequities, promote informed investigations and assist in understanding the meaning of data and the next steps to have an impact on data.

**Data Informed**

accessing data, applying meaning to it and using data to have an impact on student success.

**Developmental Level/Age**

the age of an individual determined by degree of emotional, mental and physiological maturity as compared with typical behaviors and characteristics of that chronological age.

**Legal Mandates**

a judicial command or precept issued by a court or magistrate, directing proper behavior to enforce a judgment, sentence or decree.

**Legal Rights**

those rights bestowed onto a person by a given legal system.

**Mandatory Reporting**

the legal requirement to report to authorities.

**Minors**

persons under the age of 18 years unless otherwise designated by statute or regulation.

**Perception**

A mental image or awareness of environment through a physical sensation. A capacity for understanding or a result of an observation.

**Peer Helper**

peer-to-peer interaction in which individuals who are of approximately the same age take on a helping role assisting students who may share related values, experiences and lifestyles.

**Peer Support**

programs that enhance the effectiveness of the school counseling program while increasing outreach and raising student aware- ness of services.

**Privacy**

the right of an individual to keep oneself and one’s personal information free from unauthorized disclosure.

**Privileged Communication**

conversation that takes places within the context of a protected relationship, such as that between an attorney and client, a husband and wife, a priest and penitent, a doctor and patient and, in some states, a school counselor and a student.

**Professional Development**

the process of improving and increasing capabilities through access to education and training opportunities.

**Relationship**

a connection, association or involvement.

**Risk Assessment**

a systematic process of evaluating potential risks

**School Counseling Supervisor**

a qualified professional who provides guidance, teaching and support for the professional development of school counselors and school counseling candidates.

**Serious and Foreseeable**

when a reasonable person can anticipate significant and harmful possible consequences.

**Sole-Possession Records**

exempted from the definition of educational records and the protection of FERPA, are records used only as a personal memory aid that are kept in the sole possession of the maker of the record and are not accessible or revealed to any other person except a temporary substitute for the maker of the record and provide only professional opinion or personal observations.

**Stakeholder**

a person or group that shares an investment or interest in an endeavor.

**Supervision**

a collaborative relationship in which one person promotes and/ or evaluates the development of another.

**Title IX of the Education Amendments of 1972**

a law that demands that no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of or be subjected to discrimination under any education program or activity receiving federal financial assistance.

**Virtual/Distance Counseling**

counseling by electronic means.

# Texas Wesleyan Graduate School Counseling Program Receipt of Student Handbook and Code of Ethics

Welcome to the Graduate Counseling Program!

Inside this handbook you will find information that will assist you as you make your way through this Program.

It is vital that you understand this information, as well as that covered in the Graduate Catalog (which may be found online www.txwes.edu).

Please sign below to acknowledge receipt of this handbook and then turn this form in to Haley Hillebrand in the Graduate Counseling Office.

I, received the Texas Wesleyan Graduate Counseling Program

student Handbook, and acknowledge that I am responsible for understanding the information it contains, along with the information covered in the Graduate Catalog.

Student Signature Date

I, received the Educator’s Code of Ethics and the ASCA Code of Ethics

and acknowledge that I am responsible for understanding the information it contains, along with the information covered in the Graduate Catalog.

Student Signature

Professional Counseling Program

**Practicum Completion Form**

###### has completed the following courses:

Name of the student

**HOURS**

###### - COU 6314 Pre-Practicum

Semester Instructor

* - COU 6319 Practicum I

Semester Instructor

Direct Indirect Supervision

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |

Direct Indirect Supervision

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |

**TOTAL HOURS: Direct Indirect | Supervision: Indiv Group:**

##### The evaluation of practicum performance:

###### Completed successfully, recommended for graduation of the program.

* Insufficient completion; not recommended for graduation

Recommendations:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Signatures: |  | | | | |
| Professor Printed Name |  |  | Signature |  | Date |
| Professor Printed Name |  |  | Signature |  | Date |
| Department Chair Printed Name |  |  | Signature |  | Date |
| Student Printed Name |  |  | Signature |  | Date |