Sul Ross State University
Counselor Education Program Manual

Department of Education
Updated 4/12/2020

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Sul Ross State University is an Affirmative Action/Equal Opportunity institution with respect to both education and employment. The University’s policies, programs, and activities are committed to diversity and conform to pertinent federal and state non-discrimination laws and regulations.
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ETHICAL CONSIDERATIONS:

The ethical standards of the American Psychological Association (which can be found at: http://www.apa.org/search.aspx?query=code%20of%20ethics) and the American Counseling Association (http://www.counseling.org/knowledge-center/ethics). You are to read, understand, and internalize these standards.

Any breach of this code of professional conduct shall provide sufficient grounds for dismissal from the program.
Acknowledgment and Agreement

This is to acknowledge that I have received, read and understood the Sul Ross State University Counselor Education Program Manual. I understand that it is my responsibility to abide by standards, guidelines and policies set forth in the Counselor Education Program Manual.

Student Name (print clearly): _____________________________________________

Student Signature: ______________________________________________________

A# ___________________________ Date: ________________________________
Welcome to the Counselor Education Program at Sul Ross State University. We are so pleased that you have chosen us to help guide through this next journey of your professional life.

This Counselor Education Program Manual details program curricular and policy matters. Knowledge of the information contained in this manual should result in the students having clear expectations of program requirements and procedures, for which each student will be held accountable. Information contained in this manual does not replace information from your advisor. When in doubt, please contact your advisor with questions or concerns you may have along the way. Your advisor is identified on page 18.

We take pride in the fact that our counselor education program has been preparing graduates for many years to serve in the counseling profession. The mission of the program is the development of counseling skills through learning about one’s self, a student, the client, and the counselor-student/client relationship. Considerable attention is given to both the acquiring of counseling skills and the professional development of the student. This emphasis reflects our belief that an effective counselor is one who is sensitive to both personal strengths and areas in need of improvement. A comprehensive practicum experience is required which facilitates each student’s openness and use of supervisory feedback, enhances self-awareness, and provides a setting in which the transition from student to professional is accomplished. Graduates of our counselor education program receive a Master of Education degree with a major in counseling.

The Counselor Education Program prepares graduates to work as professional counselors in a variety of settings, including:

- public and private schools
- colleges and universities
- mental/behavioral health agencies
- community agencies
- mental/behavioral health hospitals
- private practice
The Counselor Education Program may be viewed as focusing on the following:

A. Learning about Self

In order to achieve competence and to further develop personal qualities, the counselor education student must approach the program ready to learn affectively as well as intellectually. In effect, you will find that learning about yourself and your relations with others, honestly and courageously, is fundamental to becoming an effective helping professional. Thus, throughout this program you should seriously and repeatedly examine and explore the following facets of yourself:

Who am I? How do I relate to others? What are my attitudes toward myself and others? How does each of the above affect my relationships with others and especially with clients, individually and in groups? What are my personal strengths and weaknesses, and how am I going to act on this information about myself? How receptive am I to supervisory feedback? What do I believe about counseling? What is the role of a counselor? At this time, what kind of a counselor am I choosing to be? What are my academic or knowledge strengths and weaknesses, and how am I going to remedy my weaknesses?

Throughout this process, you will also increase awareness of your stimulus value the effect you have on others, especially your clients, simply by being present. By understanding your stimulus value you can better understand the behavior of those around you, as well as learn changes you can make in yourself and/or your behaviors to adjust your stimulus value.

B. Learning about Students/ Clients

The questions in the previous section may be restated in relation to your clients. You need to be constantly working to understand your client in his or her context. This includes the ability to see clients as interdependent with others; view of self and attitudes and feelings toward self; view of others and attitudes and feelings toward others; ways of coping and defending; ways of managing feelings and relationships; needs, assets, and problem behaviors; objectives—personal and situational; preferred ways of moving toward objectives; assets (particularly social support) and problems relative to personal goals; and understanding of cultural/environmental context.

C. Learning about Counselor-Student/Client Relationships

Over and above learning about one's self and better understanding others and their feelings and behavior, the student must develop a here-and-now sensitivity to and understanding of ongoing relationship(s) in one-to-one, and group situations. Within the counseling relationship, the counselor must foster collaboration, have a multicultural awareness, and be able to attend to his/her own feelings and reactions as well as to the client's in a non-threatened and non-distorting manner. The counselor must learn to approach rather than avoid difficult, sensitive, and painful experiences at those times when the relationship is strong enough to allow this deeper exploration.

Above all, the counselor must learn to avoid allowing his/her own needs to interfere with the client's growth or the development of a healthy, constructive counselor / client relationship.
D. Learning How to Help Students/ Clients Learn About Themselves, Their Environment and Their Relations with Others

While this learning is implicit in the earlier sections, giving some emphasis to this objective should serve to indicate that information seeking and information giving is an important facet of counseling. Individual assessment in its many forms (interview, observation, testing, etc.), career exploration activities, and consultation skills are a part of this learning objective. In addition, the importance of community resources and client advocacy need to be addressed.

E. Learning about Stability and Change in Human Behavior

The counselor education student will begin learning how human behavior is maintained and how behavior may be changed. This learning will include an understanding of external and internal factors in human learning. These factors include social forces, group norms and pressures, interpersonal payoffs, cognitive consistency, and anxiety defense dynamics. The counselor's knowledge of behavioral change will be shared with her/his clients. The direction of change as well as the procedures and program for change will ideally be acceptable to, and voluntarily chosen by, the client. However, it is necessary to consider the special needs of involuntary or coerced clients.

F. Learning about the Helping Profession

The counselor education student will begin to identify with the "helping profession." This process begins early in the program as the individual learns about self in relation to helping others and sees the relationship between the varied learning experiences and the development of a competent professional. The practicum is an important stage in this process of professional identification. During the practicum, the counselor education student begins to appreciate more fully his/her responsibility to other professional helpers; internalizes the professional code of ethical conduct; and appreciates the necessity of continuous professional development.

Final Comment:

The above descriptions are intended as a program focus rather than as a complete and comprehensive list of learning objectives. Detailed and specific objectives are to be found in each of the program’s courses. Your eventual goal in this program is to integrate and consolidate your entire specific course experiences in such a way that you will become the best counselor you can become and continue to learn and grow as a person and as a helping professional throughout your life.

Accreditation

Sul Ross State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award Associate’s, and Master’s Degrees. Contact the Commission on Colleges at 1866 Southern Lane Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Sul Ross State University.
Faculty

All full-time graduate faculty have or are working toward their Ph.D. in Counselor Education or equivalent in Psychology and/or Counseling and have relevant experience in counseling and/or clinical activities. A small student-faculty ratio (approximately 15:1) ensures individualized attention and close supervision of students.

The Counselor Education Program Committee

The Counselor Education Program Committee includes faculty of the Education Department who are: (1) teaching graduate classes; (2) advising graduate students; and (3) supervising graduate Practicum Students and Interns. The committee consists of Ms. Ronda Hayes (Committee Chair and Counselor Education Program Coordinator), Mr. Nathaniel Smith, and Mr. Glenn Short.

The Counselor Education Program Committee is the governing body for the Counselor Education program. The committee oversees curriculum development and policy. The Counselor Education Program Coordinator administers the program and chairs the Counselor Education Program Committee. The Counselor Education Program Coordinator and Committee are supervised by the Director of the Education Department (Ms. Diana Rodriguez).

Resources/Library/Computers

Students have access to the graduate student center, library holdings, and computer labs. The mission of the graduate student center is to increase access to post-baccalaureate programs and to foster graduate student success by developing and providing pro-active support services in a centralized location. The graduate student center is located in BAB 104 and is open Monday through Thursday, 8:00 am – 9:00 pm, Friday and Saturday, 8:00 am -5:00 pm, and Sunday, 11:00 am – 7:00 pm. The computer lab located in ACR 106 is available to graduate students and the computer lab on the 2nd floor of Wildenthal Library both available during operating hours. You will need your SRSU student ID to access these labs.

Grievance Procedures

Grievance procedures adhere to the APA Code of Ethics and SRSU policies and can be accessed at: Students are encouraged to express their concerns to faculty as they occur during the semester. (When students only express his/her concerns at the end of the semester on regular student evaluations of faculty, the faculty member does not have the opportunity to effect changes earlier in the semester.) If the student is not satisfied with the faculty member’s response, or if the student feels unable to talk directly with that faculty member, or if they wish to talk about it with someone before talking to the faculty member, they should bring their concern to their advisor and/or the program coordinator. If after all of this they are still not satisfied, they should bring their concern to the Director of the Education Department.
Leave of Absence Policy

If, after beginning the counselor education program, an unexpected event occurs which is believed to temporarily affect your continuation in the program, you may request an Incomplete (“I”) if you are in the midst of a semester course, which allows the instructor and student to develop a time frame for completion of the course. Request of an “I” does not imply approval. A student may have a maximum of one academic year in which to complete needed work. If the work is not completed by the deadline set by the instructor, the “I” will be converted to an “F” and calculated in the student’s grade point average. You may also “sit out”, which if longer than one semester, you will need to re-apply to the program. This does not change the requirement of completing the program within 6 years from the date of the first graduate counseling course.

Provisional Status

Students who are admitted, but who did not meet all of the admission requirements are admitted on a probationary status. Students must meet requirements and gain a 3.0 GPA or higher upon completion of 12 semester credit hours. Any student who is admitted under a probationary status and fails to maintain a 3.0 grade point average during the probationary period will result in dismissal from the counselor education program. If all conditions have been met, the probationary status will automatically change to full admission status (Appendix A).

Program Course Requirements

Grading Criteria: The following grading scale will be utilized in all Counseling courses:

A = 91 - 100%  B = 90 - 81%  C = 80 - 71%  F = < 70%

A grade of ‘C’ will result in the student retaking the course.

Technology Requirements: Since the Counselor Education Program is a predominantly web delivered program, students are required to have their own computers and internet that can handle the required technology, including audio, a camera, Chrome, Blackboard, Zoom, youtube, and other applications. Not having the technology at your disposal at any time is not an excuse for failure to submit an assignment, join in a Zoom or Blackboard session, or take an exam.

APA Style: Unless informed by their professor otherwise, all papers are expected to be written in APA style (7th edition). Students are urged to purchase the Publication Manual of the American Psychological Association 7th Edition. Your writing reflects your professionalism.

Courses: All courses listed as a part of the Master's degree are graduate level courses. The courses are integrated into a comprehensive whole providing an excellent foundation for professional development and practice. Courses reflect the program’s focus of the development of counseling skills through learning about one’s self, the student/client, and the counselor-client relationship. We attempt to integrate multicultural awareness into all
course work in order to enhance counselor competency in working with diverse populations.

A Master of Education in counseling degree requires a minimum of 48 semester credit hours of approved coursework for school counseling students and a minimum of 60 hours semester credit for clinical mental health students. Classes are offered in a convenient on-line and weekend format. School counseling on-line courses account for 33 of the 42 hours required for the master's degree. For clinical mental health students, on-line classes account for 51 of the required 60 hours. The remaining nine hours for both programs are a hybrid utilizing both face to face and web formats. They are offered in a weekend format. The weekend format which is offered only in the Spring and Fall semester classes meet on three to four designated weekends (Saturday and Sunday).

Students may enroll in a maximum of 9 semester credit hours during each Fall and Spring term, and a maximum of 6 semester credit hours in each of the two annual summer sessions. Students may join the program at the beginning of any term.

**Sul Ross State University offers two Counseling Preparation Routes:**
1. *School Counseling – All level*
2. *Clinical Mental Health Counseling/Licensed Professional Counselor*

**School Counseling**
Successful completion of the 42-credit-hour School Counselor program provides the academic preparation required for certification as a school counselor in Texas.

The Texas State Board for Educator Certification (SBEC) requires that an applicant

- successfully complete a school counselor preparation program (Sul Ross State University's program includes the 36 hours for the master's degree)
- hold a master’s degree from an accredited institution of higher education;
- have a minimum of two years' teaching experience in a public or accredited private school, and
- pass the TExES in Counseling.

**School Counselor Course Requirements:** (total=42 credits)

*These classes must be taken in the first 12 hours*

- ED 5307 Graduate Research (Web)
- ED 5314 Personality and Counseling Theories (Web)
- ED 6308 Advanced Human Growth and Development (Web)
- ED 7323 Emotional Intelligence (Hybrid - Face to Face and Web)

**Required Courses:**

- ED 7303 Techniques of Counseling (prerequisite ED5314) (Hybrid - Face to Face and Web)
- ED 6346 Ethical and Legal Issues in Counseling (prerequisite: ED5314) (Web)
- ED 6344 Counseling in a Multicultural Society (Web)
ED 7302 Management of Guidance Counseling & Human Services (prerequisite: ED 5314 and ED 7303) (Web)
ED 5315 Assessment in Counseling (prerequisite: ED 5314) (Web)
ED 5313 Career Development and Life Planning (prerequisite: ED 5314 and ED 7302) (Web)

These classes may be taken after completing 30 hours:
ED 7315 Group Processes in Guidance and Counseling (prerequisite: ED 5314 and ED 7303) (Hybrid - Face to Face and Web)
ED 5322 Behavior Management (Web)
ED 6345 Family Counseling (Web)
ED 7301 Clinical Practice in Counseling (prerequisite: 30 hours of course work completed) (Advisor Approval) (Zoom 4x - Web)
ED 6347 Introduction to Play Therapy (Web)
ED 7316A Practicum in Guidance and Counseling (Advisor Approval) (at Student Site)

School Counselor Testing and Certification

After successfully passing the Counseling Program Comprehensive Exam, all students in the school counselor route are required to purchase and complete the online school counselor practice examination to determine the level of preparedness prior to the TExES exam. The test preparation manual can be downloaded at http://www.certifyteacher.com, choosing TestSim Counselor Exam #152: School Counselor. Students must complete at least six hours in Study Mode before switching to Exam Mode (Qualifying Exam). The Counseling Program Coordinator will only accept the first two attempts and result should be emailed directly to the Counseling Program Coordinator. Once the acceptable level of eighty five percent is demonstrated in each counselor competency, approval will be granted to the student to register for the TExES exam.

TExES Certification Exam

Students in the Counselor Education Program school counselor track are approved to take the certification exam once the Counseling Program Comprehensive Exam has been past and the Certify Teacher program has been successfully completed. Prior to approval the score report from the Certify Teacher computer simulated TExES practice exam must be sent to the Counseling Program Coordinator. Students must score a minimum of 85% in each of the 10 competencies before the score is considered passing. In addition, along with the score report, TEA’s Six Clock-Hour Requirement certificate must be sent to the Counseling Program Coordinator, Ronda Hayes. Final test approval will rest with the Counselor Education Coordinator. A processing fee of $35 is charged to the student for adding him/her to the testing approval in the Educator Certification Online System (ECOS).

Beginning September 1, 2015, certification candidates are limited to five attempts to take a certification test. The five attempts include the first attempt to pass the test and four retakes. All attempts on an examination prior to September 1, 2015 count as one
each attempt must be pre-approved prior to being allowed to register. Registration information as well as registration deadlines and test dates can be found online at http://www.texes.ets.org/.

Clinical Mental Health Counselor/Licensed Professional Counselor (LPC)

Academic coursework required for licensure by the Texas State Board of Examiners of Professional Counselors, at Sul Ross includes 42 hours for the master’s degree plus 18 additional hours for a total of 60 hours. Classes are offered in a convenient on-line and weekend format. On-line courses include 51 of the 60 hours required. The remaining nine hours are offered during the weekend format. The weekend format, offered only in the Spring and Fall semester classes, meet on three to four designated weekends (Saturday and Sunday).

Note that the Board has additional requirements for licensure. Contact the Board directly for additional information. Students may enroll in a maximum of 9 semester credit hours during each Fall and Spring term, and a maximum of 6 semester credit hours in each of the two annual summer sessions. Students may join the program at the beginning of any term.

Licensed Professional Counselor Course Requirements: (total=60 credits)

**These courses must be completed in the first 12 hours**
ED 5307 Graduate Research (Web)
ED 5314 Personality and Counseling Theories (Web)
ED 6308 Advanced Human Growth and Development (Web)
ED 7303 Techniques of Counseling (prerequisite ED5 314) (Hybrid - Face to Face and web)

**Required Courses**
ED 6346 Ethical and Legal Issues in Counseling (prerequisite: ED 5314) (Web)
ED 6344 Counseling in a Multicultural Society (Web)
ED 7302 Management of Guidance Counseling & Human Services (prerequisite: ED 5314 and ED7303) (Web)
ED 7315 Group Processes in Guidance and Counseling (prerequisite: ED 5314 and ED 7303) (Hybrid - Face to Face and web)
ED 5313 Career Development and Life Planning (prerequisite: ED 5314 and ED 7302) (Web)
ED 5315 Assessment in Counseling (prerequisite: ED 5314) (Web)

**These classes may be taken after completing 30 hours**
ED 7301 Clinical Practice in Counseling (Advisor Approval) (Zoom 4x - Web)
ED 7316A Practicum in Guidance and Counseling (Advisor Approval) (at student’s site)
Clinical Mental Health Students must take the following for their LPC license

ED 7316B Practicum in Guidance and Counseling (prerequisite: ED7301 and ED7316A)  
(at student’s site)
ED 6341 Psychopathology (Web)
ED 6342 Addictive Disorders (Web)
ED 6345 Family Counseling (Web)
ED 7323 Emotional Intelligence (Hybrid - Face to Face and Web)
ED 5322 Behavior Management (Web)
ED 7601 Introduction to Play Therapy (Web)
ED 7320 Professional Issues and Ethics in Counseling (Web)

Practicum Field Experience

Each student will be required to take one practicum for completion of the Master’s program. The information below gives a brief explanation of the requirements. See the Practicum Handbook for detailed information.

Prerequisites

Prerequisites for ED 7316A and ED 7316B Practicum in Guidance and Counseling will include completion of 30 hours of coursework:

Course Requirements

7316A Practicum School Counseling and LPC
• Completion of 80 direct counseling hours (SC); 100 direct (LPC)
• Completion of 80 indirect counseling hours (SC); 60 indirect (LPC)
• Complete a total of 160 counseling hours
• Develop Goals and Objectives
• Maintain a counseling activity Log
• Write three reflections four times a semester (School Counseling)
• Complete three self evaluation forms (School Counseling)
• Complete three observations (School Counseling)
• Have their site supervisor complete a mid-term and final evaluation of the student (School Counseling)

7316B Practicum LPC Only
• Completion of 100 direct counseling hours
• Completion of at least 60 indirect counseling hours
• Complete a total of 160 counseling hours
• Develop Goals and Objectives
• Maintain a counseling activity Log
• Complete NCE practice exam(s)
Students are required to maintain an average GPA of 3.0 or better and a grade of “B” or better in the prerequisite courses in order to enroll in practicum courses (Appendix A).

**Steps for Practicum Enrollment**

**Prior to Practicum experience students will be required to:**

1. Locate a field site that will accept you as a practicum student and which is appropriate for your program. As you think about your placement, consider potential sites that offer the type of experience needed for your degree emphasis and career goals. Also, consider carefully whether there is an appropriate site supervisor who is willing to provide the required supervision.

2. Consult with your advisor for questions or assistance. Your university practicum supervisor will need to approve the site before you begin your practicum.

3. After enrolling in the practicum, but before class starts, contact your site supervisor to begin the background security check (if required), drug screening (if required) or any preliminary training the site requires. Do not wait until the practicum begins to start these processes as this may jeopardize your ability to obtain the required number of hours required in your practicum. Schedule a start date with your site supervisor for the first week of the semester.

BE AWARE that most students who wish to do field experiences apply to their sites mid-way through the preceding semester. Some sites require on-site training prior to beginning the field experience or only allow one or two students per semester. Further, some sites require criminal background checks. Such checks may take some time to complete. In some circumstances, criminal background checks may be arranged through the site. In others, it falls to the student to obtain the background check.

**School Counseling Students:**

If you are a school counseling students completing academic requirements toward LPC, your first practicum (ED7316A) must have been completed in a school setting. Your second practicum, ED7316B, must be completed in an agency setting rather than in a school setting. This is to provide you experience in both school and agency settings.

- If it is necessary to have two agency placements in order to accrue the required hours, both sites must be approved by your university practicum supervisor, and you must submit all forms for each site for approval prior to accruing any hours for that site. (Make copies of the forms for each site supervisor to complete.) At the conclusion of your practicum, both site supervisors must submit the signed On-Site Supervisors Final Report.
- The school setting must be approved by your university practicum supervisor and be appropriate to the student’s emphasis.
You may not begin practicum hours until your university supervisor (practicum-instructor) approves the practicum, has received, and accepted your forms.

LPC Students:

If you are completing academic requirements towards LPC, and you are not also seeking school counselor certification, you are required to complete ED7316B in a different agency or practice setting than the one utilized for ED7316A. This is to provide you varied experiences in the field of counseling.

- If it is necessary to have two agency placements in order to accrue the required hours, both sites must be approved by your university practicum supervisor, and you must submit all forms for each site for approval prior to accruing any hours for that site. (Make copies of the forms for each site supervisor to complete.) At the conclusion of your practicum, both site supervisors must submit the signed On-Site Supervisors Final Report.

A list of possible practicum sites is available in Appendix C of this manual. Sites, site supervisors, and the contact people at those sites can change suddenly, and the site list may not be up-to-date. Responsibility for locating and securing a site is the sole responsibility of the student, as is being sure the site and site supervisor are approved. The site list is provided only as a guide and not as a guarantee of approved site status.

Code of Ethics

During Practicum, you are required to adhere to "ethical practice" as described by the American Counseling Association's (ACA) 2005 Code of Ethics and Standard of Practice. You can obtain a copy of the ACA ethical standards by visiting the ACA website at www.counseling.org. You might make a copy of the ACA standards for your on-site supervisor.

Additionally, the Sul Ross State University counselor program abides by the content outlined in this manual, and you are required to adhere to the guidelines provided in this manual throughout your clinical training.

Confidentiality

Students are expected to maintain confidentiality of all information related to clients, as well as all information related to cases presented in practicum classes. This is the student's responsibility regardless of procedures in place at the field placement site. Students are responsible to know and follow legal and ethical confidentiality practices of the field placement site, as well as applicable codes of ethics. Knowledge of HIPAA and/or FERPA is expected. In addition, students shall not use any client identifying information in any practicum documentation. Students shall share client information that may be necessary for class in a way that is secure, legal, and ethical. Any questions regarding confidentiality must be discussed with the university instructor as well as the site supervisor.
PRACTICUM LIABILITY INSURANCE

ALL INTERNS MUST HAVE LIABILITY COVERAGE DURING ALL SEMESTERS OF PRACTICUM. INSURANCE MAY BE OBTAINED FROM MANY INSURANCE COMPANIES, INCLUDING HEATHCARE PROVIDERS SERVICE ORGANIZATION (HPSO) THROUGH THE TEXAS COUNSELING ASSOCIATION.

National Counselor Exam

The National Counselor Exam (NCE) is offered through The National Board of Certified Counselors. Successful completion of this exam in addition to 3000 hours of supervised experience and a 60-credit master’s degree will qualify you to obtain professional licensure in most states. More information regarding individual state licensing requirements can be accessed through http://nbcc.org.

NOTE: It would be to your benefit to contact the state board of the state in which you plan to work before graduation to determine their requirements for licensure and/or certification. For the Texas State Board of Examiners of Professional Counselors, information can be found at: http://www.dshs.state.tx.us/counselor/

National Certification

The National Board of Certified Counselors (NBCC) is a non-profit voluntary corporation organized in 1982 to establish a national certification system for professional counselors. NBCC offers the National Counselor Examination (NCE) discussed above. In addition, NBCC offers a specialty certification to become a Master Addictions Counselor (MAC). The purpose of the NCE is to assess professional counselors’ knowledge of counseling information and skills viewed as important for providing appropriate counseling services. Many states have adopted the NCE as part of their statutory licensure or certification process, including Texas. In addition, some states do not certify counselors with a Master’s degree, and national certification provides a valid professional credential.

Student Employment/Credit Hours

The demands of a graduate student greatly exceed those of undergraduates. In light of the personal, professional, and academic demands, the Counseling Committee recommends that students use the following guidelines in order to determine how many credits are advisable to take. Students must realize that these guidelines are not rigid criteria, but rather each student may need to use these guidelines for consideration. If you have additional questions about determining the ideal number of credit hours based on hours of employment and other time commitments, it would be beneficial to speak with your advisor and/or the Program Coordinator.

- 20 or fewer working hours—recommended: 9 credit hours
- 21-40 working hours—recommended: 6 credit hours
- 40+ working hours—recommended: 3 credit hours

NOTE: It would be to your benefit to contact the state board of the state in which you plan to work before graduation to determine their requirements for licensure and/or certification. For the Texas State Board of Examiners of Professional Counselors, information can be found at: http://www.dshs.state.tx.us/counselor/
Role of the Advisor

At the beginning of the student's first semester of study, he/she is assigned an advisor. The advisor plays a key role in the professional development of the student, and is often viewed as a mentor. The advisor is responsible for providing regular formal and informal feedback about the student's progress in the program and professional development, as well as communicating recommendations developed by the faculty. A student may request a change in advisor through the Program Coordinator (who makes advising assignments). Students are encouraged to discuss with their advisor what level of interaction they would like to have with them (ranging from meeting just when there is a specific need to active mentoring). All students should at minimum review their program, personal and career goals, and objectives with their advisor throughout their program.

Advisors:
Ronda Hayes – School Counseling Students
Nathaniel Smith – Clinical Mental Health Counselor Students

Student Disruptive Behavior

Students are expected to behave in a professional manner, which is respectful to the other students and faculty. This includes not engaging in activities, which may interfere with learning such as failing to turn off cell phones and pagers, packing up early, and talking in class when the instructor or another student is talking. Sul Ross State University’s official policy on disruptive behaviors can be found in the Student Handbook link:

Please see Appendix B for more information concerning student behavior.

Academic Honesty:

The University expects all students to engage in all academic pursuits in a manner that is beyond reproach and to maintain complete honesty and integrity in the academic experiences both in and out of their classroom. The University may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials. Academic dishonesty of any kind will not be tolerated. Sul Ross State University’s official policy on academic honesty can be found in the Student Handbook link:

Please see Appendix B for more information concerning student behavior.

Description of Experiential Courses

Experiential courses provide an opportunity for the student to apply and develop skills and techniques in a classroom setting. The class is usually divided into dyads or triads in order to practice. One person will serve as counselor and the other as client; in a triad, one student will be an observer. Student-clients can use real or fictional concerns.
Student-counselors tend to benefit most from the sessions when their student-clients choose among personal growth issues they are currently focusing on, concerns they are ready to begin working through, or real issues they have dealt with in the past; however, this is not to be used for actual personal counseling. **Personal counseling should occur in the context of a professional relationship.** Student-clients are to limit the information they disclose to their student-counselors. **Anything the student-client says or does during the practice sessions must be held in confidence by the student-counselor and the observers.** Breaking of this confidence can only be made according to Ethical Guidelines subscribed to by the Program.

During these practice sessions, the instructor and other students may observe. The purpose of the observation is to provide feedback on strengths and areas of improvement in the techniques and style of the counselor. **Our goal is for students to learn to respond positively to supervision and accept feedback in a thoughtful, non-defensive manner.**

All practice sessions are governed by the ethical guidelines of the American Psychological Association and the American Counseling Association. Be sure that you read these guidelines. They can be found at [http://www.apa.org/ethics/code/index.aspx](http://www.apa.org/ethics/code/index.aspx) and at [http://www.counseling.org/knowledge-center/ethics](http://www.counseling.org/knowledge-center/ethics)

**Failure to abide by these ethical standards may result in dismissal from the Counselor Education Program.**

**Academic Regulations and Procedures Including Dismissal**

**Admission into Counselor Education Program**

Upon admittance in the Department of Education, Counselor Education Program, whether probationary or full admission, students will need to complete a request for Master’s Degree Plan and/or Professional Certification with their assigned advisor. It can be found at [https://www.sulross.edu/page/1775/education-department-forms](https://www.sulross.edu/page/1775/education-department-forms)

School Counseling Counselor’s and Clinical Mental Health Counselor’s degree plans can be found at: [https://www.sulross.edu/page/1478/counselor-education-program](https://www.sulross.edu/page/1478/counselor-education-program)

**Time Limitations:** Failure to complete all your degree requirements within any of the following time limitations will result in dismissal from the University:

- Within six years from the time of completion of the first graduate course.
- Within six years after having been admitted as a degree-seeking student.

If a student has not enrolled in a course for one long semester, they must reapply for acceptance into the program.

**Academic Probation:** If your cumulative grade point average (GPA) falls below 3.0, you will be placed on academic probation. You have a maximum of two semesters
of graduate study to achieve a cumulative GPA of 3.0. If after two semesters (summer sessions counting as one semester) of graduate study you have not achieved a GPA of 3.0, you will be suspended and required to sit out one long semester. Students that are placed on suspension must appeal the suspension prior to being re-admitted to the counseling program. Once re-admitted, students must maintain a “B” average, failure to do so will lead to dismissal from the program (Appendix A).

**Course Repetition:** Graduate courses with a grade of “B” or below may be retaken. A “B” average (3.0 GPA) must be maintained. Beginning with the Fall 2019 semester, no grade below a “B” will be accepted. A final course grade of a “C” requires that the course be must be retaken. Advising from assigned advisor must occur prior to registering to retake a course (Appendix A).

**Ethics:** The ethical standards of the American Psychological Association and the American Counseling Association are the standards to which we subscribe. You are to read, understand, and internalize these standards.

> Any breach of this code of professional conduct shall provide sufficient grounds for dismissal from the program. Please see Appendix B for more information concerning student behavior.

**Appeals:** Appeals regarding the enforcement and interpretation of, or exceptions to, graduate studies administrative processes regulations, and procedures are directed to the Education Department Director and the Graduate Program Coordinator.

**Dismissal:** If you are dismissed from the University for any reason, you may not reapply to the program of study from which you have been dismissed.

**Personal Growth Experience**

Self-awareness, personal congruence, and continual striving for growth are essential to becoming an effective helping professional. During the program, all students are required to participate in a personal growth experience that has been designed to enhance these qualities. The growth experience must be a minimum of 6 hours in length.

Typically, the personal growth experience has been entering into individual counseling (any other method of completing this requirement must be approved ahead of time by the program coordinator). Many students have chosen to remain in therapy beyond the minimum 6 hour requirement. Particularly while interning, students have recognized the need to work through personal issues so these do not interfere with the counseling process. For example, personal therapy may help students identify blocks to growth in areas they have been avoiding. Students learn that they must confront themselves before they can expect clients to do the same. Students also tend to gain a broader perspective of the helping relationship by directly experiencing the role of the client.
At the conclusion of the 6 hours, the student must submit a personal reflection of his/her experience to their advisor.

Receiving counseling services and/or volunteering time at the Sul Ross Counseling Center may eliminate this site as a possible practicum placement because of dual-role relationships. Student must meet with assigned advisor to discuss placement.

Other Personal Considerations

The self-awareness and personal growth encouraged by the counseling program inevitably affect relationships with significant others. Students have noted both the positive and negative effects involvement in the program has had on their personal lives. As a result of their self-development, family and social networks have changed. Students’ growth may results in conflict with partners and families, etc. Another area of concern involves balancing the demands of school, employment, and a family. Issues such as stress- management, time-management, and a tendency for students to practice their techniques on significant others have also been noted.

The faculty hopes that informing beginning students of potential concerns, particularly those arising out of the program's emphasis on personal growth, will help minimize some undesired effects of change. Students are encouraged to avail themselves of existing resources such as informal support from other students. Another recommended strategy is for students to use their ability to nurture others in the form of self-care. Students are urged to discuss their concerns with significant others as a preventative measure. The counseling program with limited summer offerings reflects the need for maintaining a balance in your personal and professional life. A recommended strategy would be to use the summers for consolidation and integration of the past nine months into your life and to reevaluate your own sense of balance. For example, have you been spreading yourself too thin? You may wish to spend your summers devoting time to family, friends, and interests you may not have had time to pursue during the academic year.

Graduation Application

Fill this form out one full semester prior to your last semester enrolled. This form should be completed early in the semester, as due dates for these forms are very early.

For this application to be considered you must be
1. Have a degree plan on file
2. Pay your fees(s). Fees may be paid in person in the cashier's office, located in Lawrence Hall, Room 100, or you may pay by phone using a credit card 432 837-8050. Request that a receipt be sent to the Dean's office.
   Mail, fax, email, or hand deliver the typed application and your payment receipt to the Dean, School of Professional Studies, Box C-91, SRSU, Alpine, TX 79832, or to MAB 203. Fax 432 837-8133. Phone: 432 837-8134. Forms can be found at: [http://www.sulross.edu/page/1775/education-department-forms](http://www.sulross.edu/page/1775/education-department-forms)
Master’s Degree Comprehensive Exam

After obtaining a Degree Plan and applying for graduation, your next step is to apply to take your Comprehensive Exam. Mail, email, fax, or hand deliver to the Education Department, Attention: Counselor Education Program Coordinator: Ronda Hayes (rhayes@sulross.edu), MAB 305. Fax: 432 837-8390. Phone: 432 837-8170. Forms can be found at: http://www.sulross.edu/page/1775/education-department-forms

The following requirements must be in place:
1). Application for Graduation on file and all fees paid.
2). At the time of the comprehensive examination, you must be enrolled in your last semester of course work.
3). Cumulative 3.0 grade point average.

Graduate Student Honor Award

One graduating student is selected each year to receive the Graduate Student Honor Award, which is awarded at a University wide ceremony the evening before graduation. Only students with a minimum GPA of 3.5 (graduate courses) are eligible.

Placement Service

The faculty encourages a post-graduate relationship whereby continued service is available to graduates. Faculty are excellent resources for employment. Alumni are also invited to contact faculty for direction and support. Graduates of the Counselor Education program have appreciated this continued guidance, particularly in dealing with ethical issues. For example, a former student may be employed in a setting where the ethical guidelines of the American Psychological Association are being violated. In another instance, a graduate of our program may be working in a setting where agency concerns do not mesh with her training and personal philosophy of counseling.

Graduates are often the source of information about employment in their own and others' work settings, which are shared with faculty and program students. The Program Coordinator and Counseling faculty value continued feedback from SRSU graduates.

Kappa Delta Pi

International Honor Society in Education

Kappa Delta Pi (KDP), International Honor Society in Education, was founded in 1911 to foster excellence in education and promote fellowship among those dedicated to teaching. For over a century, the Society has consistently grown, starting with a local chapter to become the international organization it is today, with an initiated membership that exceeds 1.2 million!

Using a variety of programs, services, and products, KDP supports and advances educators throughout the phases and levels of their teaching careers.
The Mission
Kappa Delta Pi strives to sustain an honored community of diverse educators by promoting excellence and advancing scholarship, leadership, and service.

The Vision
Kappa Delta Pi desires to help committed educators be leaders in improving education for global citizenship.

To be eligible for membership, you must:

- have graduate standing in an institution offering an education degree and have the intent to continue academically and professionally in the field of education;
- demonstrate leadership attributes;
- have completed at least 6 credit hours of graduate course work;
- have at least 12 credit hours in education course work program, in progress, completed; and
- demonstrate a cumulative GPA of 3.25 or higher for all graduate coursework completed.

Graduate students may join through our local institutional chapter. Students may contact Ms. Diana Rodriguez (drodriquez5@sulross.edu) for additional information.

Professional Organizations

Students are encouraged to become involved in professional organizations, which may influence your development as a counselor and/or your future certification/licensure plans. Some organizations that you may want to become involved with are:

1. **American Counseling Association (ACA).** The ACA was formerly American Personnel and Guidance Association (APGA) and American Association for Counseling and Development (AACD). The ACA is an educational, scientific, and professional organization dedicated to the professional growth and enhancement of emerging counselors. The ACA offers many services to graduate students such as student liability insurance. For further information, please go to [http://www.counseling.org/](http://www.counseling.org/)

2. **Texas Counseling Association (TCA).** "Professional Counselors committed to leadership, advocacy, and the promotion of professional excellence". TCA provides counselors with up to date legislation and TEA updates. It also provides continuing education for LPCs and School Counselors through trainings and conferences. A reduced membership fee is also offered for students in Counselor Education Programs. They offer specific membership in specialized divisions [https://txca.org/tda_divisions.php](https://txca.org/tda_divisions.php) and memberships in local organizations [https://txca.org/tca_local_chapters.php](https://txca.org/tca_local_chapters.php). For more information, please go to [https://www.txca.org/](https://www.txca.org/).
Appendix A

ACADEMIC PROBATION AND SUSPENSION POLICY

The Scholastic policy on probation and suspension is designed to alert students to deficiencies in their academic progress, to encourage them to give serious attention to their study habits and goals, and to provide them an opportunity to improve their work. A cumulative grade point average of 3.0 ("B") must be maintained for a student to remain in good standing academically. Should a student drop to below a 3.0 grade point average or fail to make satisfactory progress, the student will be subject to suspension in accordance with the Grade Point Average Requirement Table.

Scholastic probation or suspension is determined at the end of each Fall and Spring semester by calculating the grade point average based on cumulative hours attempted and cumulative grade points earned on all courses taken for which a grade of “A”, “B”, and “C”, and “F” is recorded. For transfer students, hours attempted and/or completed at other schools are added to Sul Ross hours undertaken for purpose calculation of the total collegiate grade point average. An overall grade point average of 3.0, including courses taken other than at Sul Ross, is required for graduation.

GRADE-POINT AVERAGE REQUIREMENT TABLE

<table>
<thead>
<tr>
<th>Classification</th>
<th>Cumulative GPA for Scholastic Probation less than</th>
<th>Cumulative GPA for Scholastic Suspension and possible Dismissal (Applied only to those on or have been on Scholastic Probation) less than</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Student</td>
<td>3.0</td>
<td>3.0</td>
</tr>
</tbody>
</table>

No student will be suspended until after having been on academic probation for one semester. The first suspension for a student will be for one long semester; the second suspension will be for two long semesters; and the third suspension will be for three years. A fourth suspension will result in permanent dismissal from the university.

Students who have been placed on academic probation or suspension by Sul Ross State University will be permitted to enroll during the summer terms to repeat courses and/or to endeavor to raise their cumulative grade point average.

Students will be notified in the semester grade report when they are placed on probation or suspension.
APPEAL PROCEDURE FOR SUSPENDED GRADUATES

A student who has been placed on academic suspension may appeal in writing for reinstatement. The letter should be addressed to the Dean of Education and Professional Studies and received one week prior to the first day of registration. The Dean of Education and Professional Studies, Education Department Chair, and the Counseling Program Coordinator will consider documented extenuating circumstances affecting the student's previous academic performance, and whether, in their judgment, the student has a reasonable chance of achieving desired educational goals. If the student is reinstated, the Committee may impose certain conditions regarding courses, course load limits, counseling, etc. If reinstatement is allowed, the suspension will appear on the student's permanent record. If the committee denies reinstatement, the student may then appeal in writing to the Provost and Vice President for Academic and Student Affairs.

Students who are suspended and who register for enrollment at the University do so at their own risk. Monies paid for fees and tuition is subject to the refund regulations as stated in the Sul Ross State University Bulletin.
Appendix B

STUDENT CONDUCT and DISCIPLINE

Acquaintance with Policies, Rules, and Regulations

Each student is expected to be fully acquainted and comply with all published policies, rules, and regulations of the University and of the Texas State University System, copies of which shall be available to each student in the Student Life office and on-line. Students are also expected to comply with all federal and state laws.

ACADEMIC HONESTY

The University expects all students to engage in all academic pursuits in a manner that is beyond reproach and to maintain complete honesty and integrity in the academic experiences both in and out of their classroom. The University may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials. “Cheating” includes:

1. Copying from another student’s test paper, laboratory report, other report, or computer files, data listings, and/or programs, or allowing another student to copy from same.
2. Using material, during a test, not authorized by the person giving the test.
3. Collaborating, without authorization, with another person during an examination or in preparing academic work.
4. Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of a non-administered test.
5. Substituting for another student; permitting any other person, or otherwise assisting any other person to substitute for oneself or for another student in the taking of an examination or test or the preparation of academic work to be submitted for academic credit.
6. Bribing another person to obtain a non-administered test or information about a non-administered test.
7. Purchasing, or otherwise acquiring and submitting as one’s own work any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of a rough and/or final version of an assignment by a professional typist.
8. "Plagiarism" means the appropriation and the unacknowledged incorporation of another’s work or idea in one’s own written work offered for credit.
9. "Collusion" means the unauthorized collaboration with another person in preparing written work offered for credit.
10. "Abuse of resource materials" means the mutilation, destruction, concealment, theft, or alteration of materials provided to assist students in the mastery of course materials.
11. "Academic work" means the preparation of an essay, dissertation, thesis, report, problem, assignment, or other project that the student submits as a course requirement or for a grade.
12. “Falsification of Data” means the representation, claim, or use of research, data, statistics, records, files, results, or information that is falsified, fabricated, fraudulently altered, or otherwise misappropriated or misrepresented.

All academic dishonesty cases may be first considered and reviewed by the faculty member. If the faculty member believes that an academic penalty is necessary, he/she may assign a penalty but must notify the student of his/her right to appeal to the department chair, the dean and eventually, to the Provost and Vice President for Academic and Student Affairs before imposition of the penalty. At each step in the process, the student shall be entitled to written notice of the offense and/or of the administrative decision, an opportunity to respond, and an impartial disposition as to the merits of his/her case. The decision of the Provost and Vice President for Academic and Student Affairs shall be final. In the case of flagrant or repeated violations, the Vice President for Academic and Student Affairs may refer the matter to the Dean of Students for further disciplinary action. No disciplinary action shall become effective against the student until the student has received procedural due process except as provided under Interim Disciplinary Action.

**DISCIPLINARY ACTION CODES**

Each student is expected to act in a manner consistent with Sul Ross State University’s functions as an educational institution, including off campus conduct that is likely to have an adverse effect on the University or on the educational process. Specific examples of misconduct for which student may be subject to disciplinary action include, but are not limited to the following:

1. Commission of an act that would constitute an offense under appropriate federal, state, or municipal law.
2. Violation of any Regents’ rule, regulation, or order or University policy, rule, or regulation, including any rule or regulation governing residential living in University-owned facilities or breach of a residential living contract.
3. Failure to comply with the direction of a University official acting in the performance of his/her duties, or failure to heed an official summons to the office of a University official within the designated time.
4. Giving false testimony or other evidence at a campus disciplinary or other administrative proceeding.
5. Failure to meet financial obligations to the University.
6. Unauthorized use or possession of ammunition, firearms or items that resemble firearms, illegal knives (knives with blades longer than five and one-half inches, hand instruments designed to cut or stab another by being thrown, stilettos, poniards, Bowie knives, swords, and/or spears), or other illegal weapons on University property.
7. Conduct that significantly endangers the health or safety of other persons, including members of the University community or visitors on the campus, including, by way of example, unauthorized throwing of any objects in or from University facilities.
8. Stealing, destroying, defacing, damaging, or misuse of University property (including misuse of fire or life-safety equipment or property) or property belonging to another.
9. Engaging in hazing or voluntarily submitting to hazing, including an initiation by an organization that involves any dangerous, harmful, or degrading act to a student. Violation of this policy renders the student(s) involved and the organization subject to discipline.

10. Possessing and/or using, without authorization according to University policy, intoxicating beverages in a classroom building, laboratory, auditorium, library building, or faculty or administrative office, residence hall or apartment, intercollegiate and intramural athletic facility, or any other public campus area, or being intoxicated in any public area of the campus.

11. Gambling in any form on University property.

12. Illegal possession, use, sale, or distribution of any quantity, whether usable or not, of any drug, narcotic, or controlled substance.

13. Advocating or recommending either orally or in writing, the conscious and deliberate violation of any federal, state, or local law. Advocacy means addressing an individual or group for imminent action and steeling it to such action as opposed to the abstract espousal of the moral propriety of a course of action.

14. Forgery, alteration, or misuse of University documents, forms, records, or identification cards, or issuance of a check to the University or its contractors without sufficient funds.

15. Unauthorized possession, ignition, or detonation of any explosive device, fireworks, liquid, or object that is flammable or which could cause damage by fire or explosion to persons or property on University property.

16. Unauthorized entry into or use of University buildings, facilities, equipment, or resources, or possession or use of University keys for unauthorized purposes.

17. Failure to maintain a current official mailing address in the Office of the Registrar or giving a false or fictitious address to such University office or official.

18. Making false alarms or reports where the person knowingly initiates, communicates, or circulates a report of present, past, or future bombing, fire, offense, or other emergency that s/he knows is false or baseless and that would ordinarily cause action by an official or volunteer agency organized to deal with emergencies; place a person in fear of imminent serious bodily injury; or prevent or interrupt the occupation of a building, room or aircraft, automobile, or other mode of conveyance.

19. Harassment where the individual intentionally threatens, in person, by telephone, electronically, in writing or by other means, to take unlawful action against any person and by this action intentionally, knowingly, or recklessly annoys or alarms the recipient or intends to annoy or alarm the recipient.

20. Academic dishonesty. (See section above).

21. Campus disruptive activities or disorderly conduct on University-owned or controlled property or at a University-sponsored or supervised function which inhibits or interferes with the educational responsibility of the University community or the University’s social-educational activities shall include but not be limited to: using abusive, indecent, profane or vulgar language; making offensive gestures or displays which tend to incite a breach of the peace; perpetrating fights, assaults, acts of sexual violence, abuse, or threats; or evincing some obviously offensive manner, or committing an act, that causes a person to feel threatened. Such prohibition includes disorderly classroom
conduct that obstructs, interferes with, inhibits, and/or disrupts teaching and/or classroom activities.

22. Using authority granted by state law, system rule, or University policy to deprive any person of his or her civil rights.

23. Violation of University policy relating to electronic network facilities such as local area networks and the Internet.

24. Failure to acquire and maintain a Sul Ross-issued student photo identification (I.D.) card; failure to replace a lost/stolen I.D. card; and/or any falsification, misrepresentation or other misuse of the student I.D. card.

25. Any attempt to commit these prohibited acts.

26. Sexual Misconduct (Chapter III Paragraph 22 and Appendix A-6)

Suspended, Expelled, and Dismissed Student Restriction

No student who has been suspended, expelled, or dismissed for disciplinary reasons from a component of the System shall, during the period of discipline, be eligible to enroll at any other System component. The registrar of a component is authorized to make an appropriate notation on the student’s transcript to accomplish this objective and to remove the notation when the student’s disciplinary record has been cleared.

ADMINISTRATION OF DISCIPLINE PROCEDURE

The Dean of Student Life shall have primary authority and responsibility for the administration of student discipline at Sul Ross State University and for investigating allegations that a student has violated System and/or University rules and regulations, or specific orders and instructions issued by an administrative official of the University. Any action taken is subject to review by the University president and the Board, and either of whom may approve, amend, or disapprove any action taken by the Dean of Student Life. The Dean of Student Life may designate an appointee to carry out disciplinary functions. The Dean of Student Life or his/her appointee hereto referred to as officer, will investigate the alleged violations. During the investigation, if the student is available, the officer will give the student an opportunity to explain the incident. If the officer concludes that the student has violated a System or University policy, the officer will determine (but not assess) an appropriate disciplinary penalty.

The officer will discuss his or her findings and his or her determination of an appropriate penalty with the student, if the student is available, and in any case will provide the student an opportunity either to accept or reject the officer’s decision.

1. Administrative Disposition. If the student accepts the officer’s decision, the student will so indicate in writing and waive his or her right to a hearing. The officer may then assess the disciplinary penalty. If the student does not accept the officer’s sanction but does accept the officer’s decision of guilt, the student may appeal to the administrative official who is the next highest person in the chain of command. By appealing to the next highest administrative official, the student waives all right to a formal hearing with the Disciplinary Hearing Committee.
2. **Disposition through a Formal Hearing.** If the student does not execute a written waiver of the formal hearing process and disputes the facts upon which the charges are based, such charges shall be heard and determined by a fair and impartial committee, hereinafter called the Disciplinary Hearing Committee. The Committee consists of five (5) members of the University faculty and two (2) students. The students shall be nominated by the Student Government Association Senate and selected by the President for one-year terms. Faculty members are selected by the President and serve three-year rotating terms. The President also selects a faculty member of the Committee to serve as chair for a one-year term.

Such charges shall be heard and determined by the Disciplinary Hearing Committee or by the Provost and Vice President for Academic and Student Affairs, but not by both.

**FORMAL HEARING PROCEDURES**

The Dean of Student Life or a designated appointee initiates the formal hearing process after meeting with the student by preparing a written statement of charges, a statement of the evidence supporting such charges, including a list of witnesses and brief summary of the testimony to be given by each, and sending notification of such charges and statement to the accused student by certified mail, return receipt requested, addressed to the address appearing in the office of Admissions and Records, or by hand delivery of said document with the student signing a receipt.

Except in those cases where immediate interim disciplinary action has been taken under authority of Interim Disciplinary Action, the accused student shall be given at least five (5) class days written notice by the Dean of Student Life or a designated appointee of the date, time, and place for a formal hearing and the names of the current Disciplinary Hearing Committee members. When immediate interim disciplinary action (such as interim suspension) has been taken, hearings will be held under the procedures set forth below but will be held as soon as practicable within twelve (12) class days after the disciplinary action has been taken unless otherwise agreed to by the student.

Upon a hearing of the charges, the University representative has the burden of going forward with the evidence and the burden of proving the charges by the greater weight of the credible evidence. The hearing shall be conducted in accordance with the procedures adopted by the University that assure both parties (University representative and the accused student) the following minimal rights:

1. Both parties will exchange lists of witnesses, expected testimony, copies of documents to be introduced, and notice of intent to use legal counsel, at a reasonable time prior to the hearing. Each party shall have the right to appear and present evidence in person and to be advised during the hearing by a designated representative or counsel of choice. Each party shall limit its presentation to relevant evidence. The accused student must attend the hearing if the student desires to present evidence. If the student fails to appear, the hearing may proceed.
2. Both the University representative and the accused student shall have the right to question witnesses. The accused student may question witnesses with the advice of his/her designated representative or counsel. All questions shall be limited to relevant evidence.

3. The hearing will be recorded. If either party desires to appeal the finding, a copy of the recording will be produced at the expense of the party appealing the finding and both parties will be furnished a copy for appeals purposes only.

**Students Right to Challenge Impartiality**

The accused student may challenge the impartiality of the Hearing Officer or a member of the Disciplinary Hearing Committee at any time prior to the introduction of any evidence. The Hearing Officer or member of the Committee shall be the sole judge of whether he or she can serve with fairness and objectivity. In the event the challenged member of the Hearing Committee chooses not to serve, the Provost and Vice President for Academic and Student Affairs will choose a substitute.

**DETERMINATION of HEARING (Penalties)**

The hearing officer or hearing committee shall render a decision to both parties as soon as practicable as to the guilt or innocence of the accused student and shall, if necessary, assess a penalty or penalties. These penalties, which are not exclusive but may be imposed together with other penalties, include, but are not necessarily limited to:

1. **Verbal or Written Warning** – The student is notified that he or she is in violation of university policies and that additional violations may result in more severe disciplinary sanctions.
2. **Requirement that the student complete a special project that may be, but is not limited to, writing an essay, attending a special class or lecture, or attending counseling session. The special project may be imposed only for a definite term.**
3. **Cancellation of Residence Hall or Apartment contract.**
4. **Disciplinary Probation imposed for a definite period of time, which stipulates that future violations may result in discipline suspension.**
5. **Ineligibility for election to student office for a specified period of time.**
6. **Removal from student or organization office for a specified period of time.**
7. **Prohibition from representing Sul Ross in any special honorary role.**
8. **Withholding of official transcript or degree.**
9. **Bar against readmission.**
10. **Restitution whether monetary or by specific duties or reimbursement for damage to or misappropriation of University, student, or employee property.**
11. **Denial or non-recognition of a degree.**
12. **Suspension of rights and privileges for a specific period of time, including access to electronic network facilities and participation in athletic extracurricular or other student activities.**
13. **Withdrawing from a course with a grade of W, F, or WF.**
14. Failing or reduction of a grade in test or course, and/or retaking of test or course, and/or performing additional academic work not required of other students in the course.

15. Suspension from the University for a specified period of time. During suspension, a student shall not attend classes, participate in any University campus activities, or be allowed on any campus property.

16. Loss of or ineligibility for student grant or loan.

17. Expulsion from the University. A student who is expelled from the University is not eligible for readmission to the University or to any other Texas State University System institution.

18. Dismissal from the University. A student, who is dismissed, is separated from the University for an indefinite period of time.

19. Recording sanctions in Subsections 5.9(9), (11), (13), (14), (15), (17), and (18) may be made on a student's permanent transcript. The University may maintain confidential records of all other sanctions and may consider any prior sanction received by a student in assessing a subsequent sanction. The University shall develop a procedure for expunging those records not transcribed on a student's permanent transcript within a reasonable time not to exceed five (5) years after the student ceases to be enrolled. A student who, by a preponderance of the evidence, under the Rules and Regulations, Texas State University System, is found to have illegally possessed, used, sold or distributed any drug, narcotic, controlled substance, or drug paraphernalia including residue, whether the infraction is found to have occurred on or off campus, shall be subject to discipline, ranging from mandatory, university or college approved counseling to expulsion. Students for whom there is a reasonable suspicion of involvement with drugs or controlled substances will be required to submit to an appropriate drug test administered by the University’s Coordinator of Health Services or other qualified university official. Mitigating or aggravating factors in assessing the proper level of discipline shall include, but not necessarily be limited to, the student’s motive for engaging in the behavior, disciplinary history; effect of the behavior on safety and security of the university or college community; and the likelihood that the behavior will recur. The university will exercise their right as a result of being found guilty of a violation of the drug policy and placed on probation to perform random drug tests on students at any time during the probation. If at any time the student is found to test positive for any illegal drugs, the student will be suspended per the duration above. A student who has been suspended, dismissed, probated, or expelled from the university shall be ineligible to enroll at any other Texas State University System university during the applicable period of discipline. The registrar is authorized to make an appropriate notation on the student’s transcript to accomplish this objective and to remove the notation when the student’s disciplinary record has been cleared. A second infraction for a drug-related offense shall result in permanent expulsion from the University and from all other institutions in The Texas State University System.

APPEALS

Neither party may appeal if the Dean of Student Life or a designated appointee or the Disciplinary Hearing Committee determines that the allegations against the accused
student are true, but the only punishment assessed is verbal or written warning. In those cases, the determination of the Dean of Student Life or a designated appointee or the Disciplinary Hearing Committee is final. However, in all other cases, either party may appeal. If the hearing officer has been an appointee designated by the Dean of Student Life, the appeal will be made to the Dean of Student Life. If the Dean of Student Life has been the hearing officer or if the Disciplinary Hearing Committee has made the determination, the appeal will be made to the Provost and Vice President for Academic and Student Affairs. Written notice of appeal must be received by the Dean of Student Life, or, as appropriate, by the Provost and Vice President for Academic and Student Affairs within five (5) business days after the decision.

An appeal is not simply a rehearing of the original case. An appeal must be based on:

1. Whether or not a fair hearing was afforded. A fair hearing includes notice of the alleged misconduct, and an opportunity to present evidence;
2. Whether or not the sanctions levied were appropriate to the offence;
3. Whether or not the finding was supported by the evidence; and/or
4. Whether or not there is an introduction of new evidence that was not available at the time of the hearing.

Both parties, at the discretion of the Vice President or Dean, may submit oral or written arguments to support their positions. In order for the appeal to be considered, the appealing party must submit all necessary documentation, including written arguments when appropriate, to the Vice President or Dean within five (5) business days after giving notice of appeal. The Vice President or Dean may approve, reject, or modify the decision. The Vice President or Dean also has the option of remanding the matter to the original hearing officer or hearing committee for reconsideration. The appeal office shall respond to the appeal within ten (10) business days after all the documentation was received and all testimony was heard, or he or she may postpone a decision for good cause.

Review of the Provost and Vice President for Academic and Student Affairs

The Vice President may review any disciplinary case and may approve, reject, modify the decision or remand the matter to the original hearing officer or committee for reconsideration.

President's Right to Review

The President may review any disciplinary case, and approve, reject, or modify the decision or remand the matter to the original hearing officer or hearing committee for reconsideration.

Board of Regents’ Right to Review

The Board of Regents retains the right to review any disciplinary action and approve, reject, or modify the decision or remand the matter to the original hearing committee for reconsideration.
Interim Disciplinary Action

The Dean of Student Life, the Provost and Vice President for Academic and Student Affairs, or the President of the University may take immediate interim disciplinary action, including suspension, pending a hearing against a student for violation of a rule and regulation of the System or of the university at which the accused is a student when the continuing presence of the student poses a danger to persons or property or an ongoing threat of disrupting the academic process. In the event that the interim disciplinary action includes suspension, the University official involved shall, as soon as possible, notify the President and the Vice Chancellor and General Counsel of such action.

Civil Proceedings

Every student is expected to obey all federal, state, and local laws and is expected to be familiar with the requirements of such laws. Any student who violates any provision of those laws is subject to disciplinary action, including expulsion, notwithstanding any action taken by civil authorities on account of the violation.

STUDENT GRIEVANCE PROCEDURES

No student of Sul Ross State University shall, on the grounds of race, color, national origin, religion, sex, age, or disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any University program or activity. The following procedures are to be used in resolving claims of discrimination.

Filing a Grievance

If you feel that you have been discriminated against on the basis of any of the conditions listed above, you may file a complaint with the appropriate University officer as listed below:

- **Race, color, national or ethnic origin** - Dean of Student Life
- **Gender, including sexual harassment** - Dean of Student Life
- **Disability** - ADA Compliance Officer
- **Other** - Dean of Student Life

The initial complaint should be discussed with the appropriate University officer within five class days of the occurrence of the action or condition giving rise to the complaint. Details should include the nature of the alleged discrimination, names of persons accused of discrimination, and relief sought. The officer shall explain the purpose of the procedures and gain insight into the nature of the complaint. If possible, the complaint should be resolved in an informal manner at this level involving only the parties affected by the complaint. Within five (5) class days of the original contact, the officer will inform you of the action to be taken.
In the event that the complaint cannot be resolved informally, the complainant shall, within five (5) class days, file a formal complaint with the University officer. The complaint shall consist of a more detailed written document and include:

1. Full details of the alleged discrimination;
2. Names of the person(s) accused of discrimination;
3. Times, dates, and places of the discrimination;
4. Names of any witnesses; and
5. Relief or action sought by the grievant.

Within three class days, the University officer will then contact the individuals alleged to have been involved in the discrimination, briefly outline the name and circumstances of the complaint, and request, within three class days, a formal written statement in response to the allegations. The grievance process has two major purposes:

1. To determine whether the policy, practice, or procedure alleged to be discriminatory is in fact a violation of federal, state, local or University policy related to discrimination; and,
2. To recommend, where appropriate, redress for the grievant.

The University officer will, within five (5) class days of the receipt of the written responses from the individuals alleged to have been involved in the discrimination, conduct a hearing involving the grievant, any witnesses, and the respondents to determine the appropriate course of action. This hearing shall be closed to the public and the grievant may have an advisor present during the hearing.

To the extent that the University representative uses legal counsel for other than advisory purposes during the hearing procedure, the grievant shall be afforded the same opportunity. The University shall give the grievant notification of the intent to use legal counsel for other than advisory purposes at the time the grievant is notified of the hearing. Within five class days after the hearing, the University officer shall notify the grievant, the respondents and the Provost and Vice President for Academic and Student Affairs of his/her decision and course of action to be taken. This notification shall be in writing.

**Appeals**

Either the grievant or the respondents may appeal the decision of the officer to the Provost and Vice President for Academic and Student Affairs within five class days of the receipt of the written notification. The Provost and Vice President for Academic and Student Affairs, after reviewing the circumstances, shall render a decision, in writing, within five class days of the receipt of the appeal.

After the above appeal processes have been exhausted, appeal may be made to the President of the University, whose decision on a grievance shall be final and binding on all parties.
Nothing in this procedure shall be construed to limit, terminate, or waive any right of a student to seek relief in a court of proper jurisdiction for any student grievance for which a remedy is provided under the laws of the State of Texas or the United States of America. Time extensions at any step in this procedure may be allowed if mutually agreeable to both the grievant and the appropriate University officer.
Appendix C

Practicum Opportunities

List of Community Agencies
El Paso, Alpine, Odessa, Midland, Hill Country, and San Antonio area

Practicum Placements

El Paso:

1. Jewish Family & Children’s Services
   401 Wallenberg Dr.
   Phone: (915)581-3256

2. Aliviane No-AD, Inc.
   5160 El Paso Dr.
   Phone: (915)779-3764

3. Center Against Family Violence
   580 Giles
   Phone: (915)595-2238

4. El Paso Center For Children
   3700 Altura Blvd.
   Phone: (915)565-8361

5. El Paso Child Guidance Center
   2701 E. Yandell
   Phone: (915)562-1999

6. Homeless Clinic Mental Health Counseling
   Centro San Vicente
   1208 Myrtle Ave.
   Phone: (915)351-8972

7. Hospice of El Paso
   3901 N. Mesa, 4th Floor
   Phone: (915)532-5699

8. SECOR-Secure Corrections, Inc.
   460 N. Horizon Blvd.
   Phone: (915)852-1505

9. La Fe C.A.R.E. Center
   1505 Mescalero
   Phone: (915)772-3366

10. Amanecer Psychological Service
    6500 Boeing, L150 (Near the Airport)
    Phone: (915)779-5600
11. West TX Community Supervision & Corrections Dept.
   a. **Court Residential Treatment Center (CRTC)**
      3700 Mattox
      Phone: (915)772-8537
   b. **Residential Substance Abuse Treatment (RSAT)**
      3700 Mattox
      Phone: (915)772-8537
   c. **TAIP / Downtown Treatment Center**
      425 N. Kansas
      Phone: (915)544-7933
   d. **TAIP / Ysleta Treatment Center**
      8840 Alameda, Ste. A-1
      Phone: (915)859-8930
   e. **TIAP/243rd Drug Court/DWI Drug Court**
      3707 Admiral
      Phone: (915)544-7933

12. University Behavioral Health
    1900 Denver Ave.
    Phone: (915)544-4000

13. Children’s Grief Center
    11625 Pellicano Suite B
    Phone: (915)532-6004

14. Texas Youth Commission
    12451 Garment Road
    Phone: (915)856-9324

Alpine:

1. Permian Basin Community Centers
   401 E. Illinois
   Contact: Todd Luzadder
   Phone: (432)570-3333

2. Sul Ross State University
   Counseling Center
   Box C-122
   Ferguson Hall 112
   Contact: Mary Schwartz
   Phone: (432)837-8203

3. High Frontier (Ft. Davis)
P.O. Box 1325
Contact: Tom Homrighaus
Phone: (432)364-2241

Odessa/Midland:

1. Permian Basin Community Centers
   401 E. Illinois
   Contact: Todd Luzadder
   Phone: (432) 570-3333

Hill Country

1. Hill Country MHMR Centers
   819 Water Street, Suite 300
   Kerrville, TX 78028
   Phone: (830)792-3300

San Antonio area—Uvalde, Crystal City, Eagle Pass, and Pearsall

Family Service Association of San Antonio, Inc.
Volunteer Services Manager
Family Service Association
702 San Pedro
San Antonio, Texas 78212
office: 210 299-2438
fax: 210 299-4498