Master's of Education
Educational Psychology

School Counseling Emphasis

Student Manual

Summer 2026

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TAMU School Counseling Mission

The mission of the TAMU School Counseling Track is to prepare exemplary professional school counselors and leaders. The curriculum uses a scholar-practitioner approach that integrates the use of current technology, on-site practicum experiences, and intellectual and creative resources to work with an increasingly diverse and global society. The school counseling curriculum educates well-rounded counselors who demonstrate competencies as set forth by the Texas Education Agency and the American School Counselor Association.

Introduction to the School Counseling Program

We are delighted that you have chosen to pursue graduate study in school counseling at TAMU. Consistent with the goals of TAMU and the College of Education and Human Development, school counseling students are expected to develop values and ethics to guide personal and professional decisions and behavior. These dispositions are founded on the concepts of caring, fairness, flexibility, honesty, responsibility, and social justice. Accordingly, students are expected to respect individual differences, work cooperatively, explore alternative theories and viewpoints, appreciate the unique abilities of self and others, respect various forms of self-expression, and accept responsibility for one's choices.

The training provided in the program will assist you in developing an awareness of the ecosystems affecting children as well as the unique factors that contribute to their development and their social and academic success. For school counselors to be effective, they must practice culturally relevant and culturally competent interventions. This requires a solid understanding of the dynamic ways in which national origin, race, ethnicity, religion, sexual orientation, gender, gender identity, and disability affect child development and relationships. School counselors must also be familiar with other systems of human ecology, especially the school system, the workforce, and the nature of family dynamics.

Students in the program are expected to maintain a high level of academic achievement. As such, students may not graduate with a grade less than a "B" on their degree plan. Furthermore, students on academic probation are not allowed to enroll in the required practicum courses. Because courses are offered only once a year, we require students to follow the course sequence as listed in this manual.

Completion of the master's degree is dependent not only on academic performance but also on the demonstration of appropriate interpersonal skills, professional demeanor, and social and ethical judgment. If concerns arise, program faculty will meet to evaluate the severity and nature of the concern and implement an appropriate course of action. Some actions may include: desist temporarily from course work, repeat courses, professional development and/or remediation activities, or withdraw from the program permanently. The faculty reserves the right to make recommendations based on their professional judgment concerning student needs and concerns.

All students must complete their field placement at a TEA-accredited or TEA-approved school in order to complete the program. Additional requirements are outlined in this manual.

For students located in states outside of Texas, a determination has not been made whether the curriculum meets educational requirements for school counselor certification. Out-of-state students are responsible for researching their state's requirements related to out-of-state educational programs and certification requirements.

We attempt to accommodate working students who have busy lives. However, a challenging and time consuming two (or more) years will be required to complete the program. Please carefully weigh this commitment with other personal and professional demands. Attendance in each class is paramount and quality work is expected. As this is an online program, students must have (but not limited to) access to fast and reliable internet, laptop and/or computer, video creation and editing software, and headsets with microphones. This program also is a year-round program, which means students are required to take courses over the summer, fall and spring semesters to continue the course sequence.

Please note that our program does not prepare students for LPC certification. Our sole focus is on training school counselors. As such, we do not offer the additional courses required for an LPC.

School Counseling Faculty

Anita McCormick, Ph.D., Clinical Associate Professor

Linda G. Castillo, Ph.D., Professor

Lizette Ojeda, Ph.D., Associate Professor

Kelly Lee, Ph.D., Associate Professor

Department Academic Advisors

The Educational Psychology Department has academic advisors available to assist students and can be contacted at epsyadvisor@tamu.edu or 979-845-1859. The following services are provided by the office of the Academic Advisor:

1. Application process
2. Registration Information
   a. Drop/Add forms
   b. Q-drop
   c. In-absentia registration and information
   d. Leave of absence petition
3. Deadlines and Graduation
4. Maintenance of student records.
5. Grade change assistance (through instructors).
6. Variable credit course sign-up (i.e. 685, 683, etc.)
7. Current tracking of courses, enrollment, and student status.
8. Field Placement services
   a. University Statement of Agreement Form
   b. School contracts
9. Financial Aid information

Office of Educator Preparation Programs and Certification

The mission of the Office of Educator Preparation Programs & Certification (EPPC) is to promote the achievement of educator certification students by supporting their examination and field-experience needs. This office certificationoffice@tamu.edu can help with

1. Background checks
2. Fingerprinting
3. Statement of Agreement and Memorandum of Understanding with districts
4. Aggie Educator Portal issues
5. TExES 252 Certification Exam
6. Certification issues
7. Career Fairs

School Counseling Program Coordinator

The School Counseling Coordinator is available to assist students with curriculum and program questions. The coordinator can be contacted at asmccormick@tamu.edu.

Course Transfers

Students may submit a request for graduate courses taken prior to admission to Texas A&M University to be transferred. Students must email the request to the school counseling program coordinator by the deadline noted in the program acceptance letter. The request should include a copy of the transcript(s) with the course grade(s) and syllabi. There is a **maximum limit of 6 credit hours** that can be transferred. There is no guarantee that course transfer requests will be approved. Counseling theories and techniques courses are not transferable.

Degree Plan and Master's Committee

Master's students enrolled in their **18th credit hour** are to submit a degree plan (contact epsyadvisor@tamu.edu for assistance). For degree plans to be approved, they must follow the requirements below.

- MED, No Thesis Dist Ed & No Final Exam, with a major in EPSY.
- All courses listed in the School Counseling Manual; 48 credit hours.

Committee as follows:

- Chair - Dr. Anita McCormick [No other committee members are required.]

Note: To address the Rule #H43 message, request an exemption to the rule on the "Exception - Edit" screen and enter the following justification: *The school counseling program requires 48 credit hours on the degree plan.*

Once the official university degree plan has been approved and filed, any subsequent changes in courses may be made by filing a "petition" which outlines the changes and is submitted to the TAMU Graduate School. Contact epsyadvisor@tamu.edu for assistance.

Academic Probation

Students are placed on academic probation by the program if they receive a C, D, F, or U in any course on the degree plan. Students are required to inform the program coordinator if they receive such a grade. If a student receives less than a "B" in a class on the degree plan, the course must be retaken. **Students may not enroll in practicum while on academic probation.** If probation is not rectified by the specified time period, the student will be dismissed from the program.

Continuous Enrollment & Leave of Absence

Students are required to maintain continuous enrollment until all courses in the degree plan are complete. Students who are not continuously enrolled and do not have an approved leave of absence may be withdrawn from the university and the program. Once withdrawn, the student must re-apply. There is no guarantee that the student will be re-accepted into the program. If a student is unable to maintain continuous enrollment, the student must complete a petition for a leave of absence. Contact epsyadvisor@tamu.edu for assistance.

Exiting the Program

Students who withdraw or are removed from the program must complete the Acknowledgment of Intent to Exit School Counseling Program prior to Field Placement Completion form. Contact the School Counseling Coordinator for a copy of the form.

MED in Educational Psychology Degree Plan
School Counseling Emphasis
48 credit hours

Required Course Sequence – Year 1:

Semester Sequence	Prefix & Course Number	Course Title	Credit Hours
Summer I	CPSY 630	Foundations of School Counseling	3
Summer I	CPSY 601	Multicultural Counseling in Schools	3
Summer II	CPSY 604	Career Counseling in Schools	3
Summer II	CPSY 600	Counseling Theories for School Counselors	3
Fall	EPSY 607	Understanding Research from a Consumer's Perspective	3
Fall	CPSY 602	Counseling Techniques for School Counselors	3
Spring	CPSY 612	Planning and Organizing Comprehensive Guidance Programs	3
Spring	EPSY 647	Lifespan Development	3

Required Course Sequence – Year 2:

Semester Sequence	Prefix & Course Number	Course Title	Credit Hours
Summer I	CPSY 603	School Counseling Group Interventions	3
***Two Electives** [taken Summer, Fall, or Spring]			6
Fall	CPSY 683	Field Practicum: School Practicum I	6
Spring	CPSY 683	Field Practicum: School Practicum II	6
Spring	SPED 628	Consultation in Special Education	3

***School Counseling Elective Options** (Course semester offerings may vary; check graduate catalog for course prerequisites)

EPSY 602 Educational Psychology
EPSY 608 Foundations in Professional Coaching
SPED 632 Transition Education and Services for Individuals with Disabilities (summer)
SPED 604 Introduction to Applied Behavior Analysis
CPSY 689 Psychology of Addictive Behaviors and Treatment
SPED 630 Early Literacy for Students with Diverse Instructional Needs
EPSY 646 Issues in Child and Adolescent Development

Program Requirement: Certification Exams

The Fall practicum class requires taking the practice certification exam (TExES 252). During the Spring field practicum class students are required to take the certification exam. (Passing or failing will not delay graduation.)

Field Placement Eligibility

o **Course Completion** - Completed all courses on the degree plan (excluding elective and SPED 628) with no courses lower than a "B."

o **Academic Standing & Professionalism** – The student is in good standing in the program.

o **Field Placement Site** – Field placement must take place at a school accredited by TEA or other schools approved by TEA. Approved TEA schools are those accredited by the Texas Private School Accreditation Commission (TEPSAC) or the Department of Defense Education Activity (DoDEA) schools.

- TEA Accredited Schools - http://tea.texas.gov/accredstatus/
- Texas Private School Accreditation Commission (TEPSAC) Schools - https://www.tepsac.org/#/search/schools
- Department of Defense Education Activity (DoDEA) Schools - http://www.dodea.edu/
- Out-of-state students are responsible for researching their state's practicum/internship requirements.

- **Field Placement Contract** – Students must have a completed and signed TAMU *Statement of Agreement* contract by June 15th before practicum enrollment. Students will not be allowed to do practicum without the signed contract and will be withdrawn from practicum class. Applying for field placement and getting forms signed is a long process, sometimes taking months. It is strongly advised that students begin the process at least 6 months before the fall practicum. School districts may have their own additional form requirements.
- **On-site Supervision** – The site supervisor must have **no less than three years of experience as a certified school counselor**, be currently certified, and be assigned by the campus or district administrator. Students must meet with their site supervisor at minimum one hour per week.
- **Professional Liability Insurance** – documentation of insurance will be turned in during the first week of the practicum course. Student members of the American School Counseling Association get liability insurance as part of their membership.
- **University Field Supervisor** – TAMU practicum instructor(s) will provide required formal observations and written feedback of those observations. Please note that because we are an online program we conduct **video** observations to fulfill the formal observation requirements.
- **Video Observation** – To fulfill TEA formal observation requirements, we conduct video observations. Your practicum placement must allow for video recording of actual school counseling work being done. Role plays and/or volunteer clients do not constitute a formal observation and will not fulfill this requirement. We adhere to strict guidelines to maintain confidentiality and security of video-recorded observations.

Note: The school counseling program can not recommend students for certification if the student has not completed all practicum and observation requirements.

School Counseling Practicum Sequence

The practicum sequence is intended to provide the student with a comprehensive site-based experience characteristic of the tasks that school counselors perform. Detailed information about the practicum course sequence and field placement requirements can be found in the Field Placement Manual.

Professionalism and Ethics

The school counseling program follows the professionalism and ethical standards outlined by the associations listed below. Students are encouraged to join professional organizations that will contribute to their growth as a school counselor.

American School Counselor Association Ethical Standards for School Counselors

Texas School Counselor Association

American School Counselor Association

Final Exam and Graduation

For students seeking a MED, No Thesis Dist Ed & No Final Exam with a major in EPSY, the master's final exam is not required. At the beginning of the last semester in the program, contact epsyadvisor@tamu.edu for assistance in graduation preparations.

TExES School Counselor (252) Exam Eligibility

- Complete with a "B" or better CPSY 683 School Practicum I.
- Successfully pass the certification practice test.
- The school counseling coordinator will send notification of your eligibility to take the exam with instructions at the beginning of the Spring semester.
- View Information about the 252 Exam

Test Preparation Resources

252 preparation materials, including interactive practice exams, can be found at Pearson's Texas Educator Certification Examination Program website.

Texas School Counselor Certification Eligibility

The TAMU school counseling program meets all requirements for the Texas Education Agency's (TEA) certification in school counseling. In order for our program to recommend Texas school counselor certification to TEA, students must have the following:

- Pass the TExES 252 School Counselor Exam.
- Graduate with a TAMU master's degree in hand.
- Copy of your Texas Teacher's Certification
- Copy of your official passing certification exam scores

Once you complete all requirements on the Aggie Educator Portal and you have been marked a finisher of the program with a passing score on the TExES 252, your information will be sent to TEA for certification.

TEA Finisher Definition

A school counseling student is a **finisher** if they:

● Have completed all program requirements, including practicum at a TEA-accredited field placement

● Have graduated with a master's from TAMU.

*Passing the certification exams DOES NOT AFFECT finisher status.

Student Grievance Process

In addition to the grievance procedures established by the University, the Department of Educational Psychology has a Student Advocate Office. An EPSY faculty member selected by the Department Head assumes the Student Advocate position. Graduate and Undergraduate Grievance Advisory Committees have also been established. Each committee is made up of one faculty member and two students. The purpose of these committees is threefold.

1) To advise the Student Advocate concerning policy and issues related to faculty/student relations in EPSY,

2) To forward possible student concerns to the Student Advocate, and

3) To aid in the resolution of student concerns when requested by the Student Advocate.

The following policies were derived by the Student Advocate in consultation with EPSY faculty, students and the department head.

Pre-condition to Student's Initiation of the Grievance Process: Students are encouraged to meet with and attempt to resolve problems with the faculty member. If a student has met with the faculty member and the problem has not been resolved, he or she should contact the Student Advocate or a member of the Grievance Advisory Committee. If students do not choose to meet with the faculty member due to the nature of the problem or the impaired relationship with the faculty member, they also may directly contact the Student Advocate or a member of the Grievance Advisory Committee and initiate the grievance process.

Overview of Grievance Process

A student who has a faculty-student concern and who has addressed the preconditions for initiation of the grievance process is encouraged to meet with the Student Advocate. However, a student may choose to meet first with other EPSY faculty member(s). Depending upon the nature of the student's concern, the Student Advocate may consult with the identified faculty member, the program coordinator or the department head. At the discretion of the department head, the student's concern may be communicated to the School of Education and Human Development (SEHD) Dean's office.

University Student Rules and Regulations

http://student-rules.tamu.edu

From the Offices of the Dean of Student Life: Title IX Haven Training

This training is required by all students at A&M.

This training only needs to be done once and there will be a hold on class registration until it is completed. You may do this by clicking on the appropriate link below. When you log into the training, you will be leaving the Texas A&M University network. You will log into a webservice hosted by EverFi on behalf of the Offices of the Dean of Student Life at Texas A&M University.

Sexual Harassment and Sexual Violence Training – Graduate and Professional

Research Involving Human Subjects

Any research conducted with human subjects must be approved by the Institutional Review Board (IRB) of Texas A&M University. All students should take the online training and receive the certificate prior to conducting research with human participants, including applied, classroom research. The training and additional IRB information may be found at this URL:

https://vpr.tamu.edu/human-research-protection-program/

Email

Upon admission into the University, students will receive a Texas A&M official email address in the format of "NetID@email.tamu.edu." While some students prefer their personal email or school district generated email, University student rules and policies explicitly state that it is the student's responsibility to maintain and monitor their Texas A&M email address. Official correspondence from the University and the Department will be sent to official Texas A&M email addresses, and failure to properly monitor that account may result in missing important information and deadlines. Failure to monitor the official Texas A&M email is not an acceptable excuse for missed deadlines or requirements and resulting holds or fees will not be lifted for this reason alone.

Financial Information & Graduate Student Resources

Tuition and Fees

Tuition and Fees are collected each semester. Information on the cost of attendance can be viewed at the Financial Aid website.

Financial Assistance

Financial assistance is available through the Department of Student Financial Aid (financialaid.tamu.edu). Students are encouraged to take the initiative to seek out assistantships with individual faculty members and to advise the Academic Advising office if they are looking for an assistantship.

Financial aid programs for graduate students include the Robert T. Stafford Loan (formerly the Guaranteed Student Loan), the Perkins Loan (similar to the Stafford Loan), the Hinson-Hazelwood Loan, College Work Study, the Texas Public Education Grant and the State Student Incentive Grant. To be considered for all forms of aid available to graduate students, a student must file either the Financial Aid Form (FAF) or the Family Financial Statement (FFS).

Additional information on financial resources can be found at the Graduate and Professional School website.

Graduate Student Resources

The Graduate and Professional School website provides financial and professional support resources to graduate students.

https://grad.tamu.edu/

Guidelines for International Alternate Work Location (IAWL) for Graduate Assistants:

https://grad.tamu.edu/knowledge-center/policies-process/guidelines-for-international-alternate-work-location-(itwl)-for-graduate-assistants

Resources for distance education students can be found at:

https://grad.tamu.edu/current-students