

2025-26

STUDENT HANDBOOK

M.Ed. in Counseling



College of Education
UNIVERSITY OF **HOUSTON**

Students Program Agreement Terms and Conditions

- Read the M.Ed. Handbook COMPLETELY, as it contains vital information pertaining to program progression and degree completion.
- Acquire a student identification card.
- Acquire login credentials for Cougar Account, Cite Lab Account, and MyUH Account.
- It is my responsibility to read each syllabus for each class in my program. I will adhere to assignment due dates, required projects, readings, discussions, and class materials. Should I have concerns, I will directly reach out to the professor of record.
- Subscribe to the Counseling Master's Listserv and follow the instructions under Section IX: Student Support Services, Subsection B: Communication within the Program and Department, found in the M.Ed. Handbook. (THIS IS A REQUIREMENT).
- I will purchase the required e-text or textbook for each class. It is my responsibility to get the text before class starts if purchasing a hardcopy.
- I understand I may not have access to the Canvas shell content until the day the class starts.
- It is my responsibility to meet classes when offered. Classes will be offered at a variety of times (AM/PM – hybrid/online/face-to-face), and I will make accommodations.
- I will enroll in the exact classes listed in my degree plan. I will not drop, remove, or exchange a course without direct approval from the program director.
- I will use my UH email ONLY when communicating with professors.
- I must maintain a 3.0 GPA throughout the program and must have a 3.0 GPA to begin practicum.
- I understand that many counseling classes will address and discuss sensitive information. It is my responsibility to discuss concerns with professors when needed.
- I will consider counseling throughout this program if needed.
- Any program change of status (medical leave, incomplete, F) must go through the program director and lead advisor.

- I understand that I will be evaluated using the PCPE most semesters (Methods, Group, Practicum, Internship I & II). If I am not achieving appropriate growth, my professors will develop a remediation plan. Should I continually not show personal/content knowledge growth after remediation, I may be asked to leave the program.
- It is my responsibility to apply for the CPCE exam in my last year of the counseling program. I must apply in MyAdvisor or with the program director; missing this deadline will delay my program of study.
- It is my responsibility to attend the Practicum/Internship Fair during year two.
- It is my responsibility to find and secure a Practicum/Internship site for field experience.
- It is my responsibility to register for practicum field experience during the fall of my second year.
- I give permission for pictures of myself to be used on social media to support program visibility.
- It is my responsibility to arrange work and family around class schedules.
- I understand that faculty, staff, and adjuncts are gatekeepers to the counseling profession. If I struggle with grades, skill growth, or development, I may be given a remediation plan. Failure to meet remediation expectations may result in removal from the program.

By signing this document, I acknowledge that I have received and reviewed the University of Houston Master of Education in Counseling Handbook, noted important requirements, and agree to abide by the rules and regulations set forth therein.

Student Signature

Date

Table of Contents

Student Checklist	02
Table of Contents	04
Introduction	06
I. Program Description	06
A. Professional Qualifications	06
B. Learning Experiences	06
C. Core Faculty of the Program and Lead Advisor	07
II. Counseling Training Values	09
III. Curriculum and Course Requirements	10
A. College of Education Core Requirements	10
B. Counseling Core Requirements.....	12
C. Course Sequence	14
IV. Counseling Practicum & Internship (Field Experience)	15
V. Comprehensive Examination	15
A. Policies and Procedures	15
B. Exam Overview	16
C. Exam Content	16
D. Exam Grading	16
E. Procedures for Remediation of Students Who Fail the Exam	17
VI. Program Policies and Procedures	17
A. Advising	17
B. Time Limit	18
C. Continuous Enrollment	19
D. Grade Policy	20
E. Dismissal Policies and Procedures	20

F. Grievance Policy and Procedures	21
G. Policy on Social Media Representations	21
H. Protection Against Unauthorized Recordings	21
I. Respect for Diverse Opinions and Professional Discourse.....	23
J. Artificial Intelligence and Automated Transcription Policy.....	23
VII. Classroom and Professional Conduct.....	24
VIII. Counseling M.Ed. Gatekeeping, Remediation, and Retention Policy.....	25
A. Purpose.....	25
B. Objectives of Remediation.....	25
C. Policy Procedures.....	25
D. CACREP-Specific Policies.....	26
E. Gatekeeping Review Timeline.....	26
F. Skills and Disposition Define (Competencies).....	27
IX. Student Support Services.....	29
A. Fellowships, Assistantships, and Financial Aid.....	29
B. Communication within the Program and Department	30
C. Course Registration	30
D. Computing	30
E. Problem Solving Resources	31

Introduction -----

The M.Ed. Program in Counseling offers students one career track:

Professional Counseling: The major objective is to prepare competent counselors to work in a professional capacity with diverse clients and to assume entry level positions in mental health settings. Graduates of this program track meet current educational requirements to pursue a license in Counselors.

- ⇒ The program includes a strong theoretical background as well as practical training and experience. There is also an emphasis on the ecological-developmental approach in counseling that considers the influences on persons in environments and makes use of strengths of individuals.
- ⇒ Students will register full-time (nine hours per semester), they should expect to spend three full years (including summer courses).

I. Program Description

A. Professional Qualifications

What can I do with my degree?

- ⇒ When graduates successfully pass the NCE exam to become Licensed Professional Counselor Associate and then LPC our alumni can find employment in some of the following and many more:
 - *Community Colleges and Universities*
 - *Mental and Health Care Facilities*
 - *College Counselor*
 - *Community Agency*
 - *Probation Counselor*
 - *Career Counselor*
 - *Employee Assistance Program Counselor*
 - *Private Practice*
 - *Hospitals*

B. Learning Experiences

What will I learn?

- ⇒ Students' complete coursework and a yearlong field experience. Additionally, you will take the CPCE exit exam your final year to assess learning in the following areas;
 - Learn counseling theories, skills, and techniques for diverse populations with various counseling issues or needs;
 - Gain understanding and awareness of the role and influence of the counselor in providing services to diverse cultural, ethnic, religious, gendered, and social populations;

- Become knowledgeable of legal, ethical, and moral responsibilities related to the practice of professional or school counseling;
- Apply relevant empirical research to broaden knowledge of delivery and counseling services;
- Gain knowledge and understanding of effective and appropriate assessment and evaluation of clients or students in placements and delivery of interventions.

C. Core Faculty of Program & Lead Advisor



Lead Advisor

Olivia Stewart, M.S. Human Resource Development, B.S. Psychology, is a Graduate Advisor and Program Administrator in the College of Education at the University of Houston. She supports master's students through academic advising, admissions and graduation audits, program planning, and student success initiatives. Olivia brings a strong background in human resources, program coordination, and project management, and she is passionate about creating student-centered programming, workshops, and communications that foster clarity, confidence, and community throughout the graduate student experience.



Program Director

Dr. Rachael A. Whitaker (Clinical Associate Professor) received her Bachelor of Science in Audiology and Speech Pathology from Delta State University in 2006. She completed her Master of Education in Clinical Mental Health with a focus on Special Education from Delta State University in 2009. She completed her Ph.D. in Counselor Education with an emphasis on School Counseling from Mississippi State University in 2015. During her graduate programs, Dr. Whitaker worked for Behavioral Research Assessment and Training Services as a behavioral therapist and clinical supervisor. Dr. Whitaker served hundreds of preschool students and parents located in North and East Head Start Early Education Programs in Mississippi. She also provided mental health and prenatal services to high-risk pregnant mothers in the surrounding community. In 2014 she was awarded the Courtland C. Lee Multicultural Excellence National Award. Dr. Whitaker has been with UH since 2017. Dr. Whitaker has sits on several national and international committees including International Association of Marriage and Family Counselors and Association for Assessment and Research in Counseling. Her current research interests include counselor development, childhood health/nutrition and technology/online curriculum in counselor education.

Clinical Assistant Professor

Dr. Kara Hurt is a clinical assistant professor and core faculty in the Counseling Program. She serves as the Practicum and Internship Coordinator and teaches a variety of courses across the counseling curriculum. Dr. Hurt holds professional counselor licenses in Texas (LPC) and Montana (LCPC) and specializes in perinatal mental health and play therapy. Her research has focused on counselor-in-training professional identity development and the scholarship of teaching and learning. Currently Dr. Hurt offers clinical consultation in the areas of person-centered theory, relational cultural theory, and counselor self-compassion.

Clinical Professor

Dr. Jungeun Lee received her B.A. in Education and M.A. in Educational Measurement and Evaluation from Ewha Woman's University in South Korea in 1997 and 2000 respectively. She worked as a Research Assistant at Korea Institute Curriculum and Evaluation, which is the national research institute that supervises K-12 public education curriculum as well as the Korean SAT. She then decided to continue her doctoral education in the United States to pursue her passion in the helping profession as a counselor and earned her M.Ed. and Ph.D. in Mental Health Counseling at the University of Florida in 2008. She joined the University of Houston in 2018. She is a Licensed Professional Counselor in Texas and provided clinical services at various mental health agencies including Mental Health Mental Retardation Concho Valley and ASU counseling center, along with her teaching. Her main clinical modality is Cognitive Behavioral Therapy, as she visited the Beck Institute twice for an intensive CBT training in 2015 and 2017, focusing on personality disorders and depression/suicidality.

Practicum & Internship Coordinator

Dr. Nate Smith is a Clinical Assistant Professor at the University of Houston, where he teaches a broad range of counseling courses in the M.Ed. Counseling Program within the Department of Psychological, Health, & Learning Sciences. He is the author of *Queering Connection: Narratives of Healing in Relational Cultural Therapy with Queer and Transgender Clients* and has published numerous scholarly works examining queer and transgender lives and stories of connection. Though originally from many places, Nate called Wyoming home for the longest time. While at the University of Wyoming he completed a Bachelor of Arts in Music, with a focus on jazz piano and a Master of Science in Counseling. He earned his Ph.D. in Counselor Education from Texas Tech University. Nate is a Licensed Professional Counselor and a Board-Approved Supervisor in the state of Texas. On a personal note, he is an amateur Portuguese-speaking jazz pianist, enjoys mystery novels, is happily married to a world-renowned Brazilian concert pianist, and is the proud parent of a 7-year-old Goldendoodle.

II. Counseling Training Values

- ⇒ [ACA Code of Ethics](#)
- ⇒ [Spanish Version](#)
- ⇒ American Counseling Association. (2014). *ACA code of ethics*.
<https://www.counseling.org/resources/aca-code-of-ethics.pdf>

Respect for diversity and for values different from one's own is a central value of counseling training programs. The valuing of diversity is also consistent with the professions of psychology and counseling mandated by the American Counseling Association's Code of Ethics (2014).

The Program recognizes that no individuals (whether they be faculty, students, or staff) are completely free from all forms of prejudice. Furthermore, it is expected that there will be a range of attitudes and values concerning controversial issues. Nonetheless, enrollment in the Program is seen as a commitment to a respect for diversity and to the process of self- examination, so that such prejudices may be evaluated in the light of available scientific data, standards of the profession, and traditions of cooperation and mutual respect. We understand that students will not enter the Program free from bias. Nevertheless, successful completion of the program requires genuine desire to examine one's attitudes and values and to learn to work effectively with "...age, culture, disability, ethnicity, race, religion/spirituality, gender, gender identity, sexual orientation, marital/partnership status, language preference, socioeconomic status, immigration status, or any basis proscribed by law" (ACA, 2014, Principle C.5). Stated simply, being unwilling to examine the effects of one's attitudes and values on one's work is unacceptable.

Students are required to honor the Code of Ethics of the American Counseling Association (ACA, 2014), but also to be familiar with and to abide by the various guidelines published by the ACA which address issues of diversity. These guidelines can be found on the ACA website (<https://www.counseling.org/knowledge-center/ethics>). All written work must follow the guidance of the *APA Publication Manual* including the use of non-sexist language.

The practice of counseling requires significant self-disclosure and personal introspection for the person receiving counseling. Counseling students must become very familiar and comfortable working with the process of individuals' self-disclosure and introspection. Therefore, it is an essential training component of the Counseling program to provide assignments and classroom experiences that call for our students (i.e., counselors in training) to self-disclose and personally introspect about personal life experiences to an extent not expected in other academic disciplines. As such, the Counseling faculty is committed to providing and expecting an atmosphere of respect and confidentiality among our students.

In summary, we require that our students be willing to engage in self-examination (i.e., to

disclose personal information in an academic context), and to learn to interact in an ethical and facilitative manner with individuals who are both culturally similar as well as dissimilar from themselves, in terms of both demographic characteristics and values. We expect all members of counseling training communities to be committed to a training process that facilitates the development of professionally relevant knowledge and skills focused on working effectively with all individuals inclusive of demographics, beliefs, attitudes, and values. All members agree to engage in a mutually supportive process that examines the effects of one's beliefs, attitudes, and values on one's work with all clients. Such training processes are consistent with Counseling's core values, respect for diversity, and for values similar and different from one's own.

III. Curriculum and Course Requirements

A. College of Education Core Requirements

PHLS 6310: Introduction to Educational Research

Description: Covers research design, qualitative and quantitative methods, program evaluation, and application of data to evidence-based counseling practice. Students learn to critique and apply research for clinical decision-making and program development.

LPC Standard: §681.83(b)(2)(I) – Research and Program Evaluation

CACREP 2024 Standards: 2.F.8.a–i (Research and Program Evaluation)

NCE Area: Research and Program Evaluation

TEA Code: 19 TAC §239.15(b)(6)(A) – Research, evaluation, and accountability in counseling PHLs

PHLS 6312: Crisis Counseling

Description: Focuses on crisis intervention theory, trauma-informed care, suicide prevention, and postvention. Emphasizes counselor self-care and community response in crisis and emergency mental health situations.

LPC Standard: §681.83(b)(2)(K) – Crisis Counseling

CACREP 2024 Standards: 2.F.5.m–n (Crisis, Trauma, and Disaster Response)

NCE Area: Counseling and Helping Relationships / Clinical Focus

TEA Code: 19 TAC §239.15(b)(4)(D) – Crisis prevention and intervention

PHLS 6330: Principles of Human Growth and Development

Description: Explores human development across the lifespan, including physical, cognitive, emotional, and social aspects. Emphasizes family, systemic, cultural, and environmental factors influencing developmental stages and behavior. Includes applications for counseling practice with individuals and families.

LPC Standard: §681.83(b)(2)(A) – Human Growth and Development

CACREP 2024 Standards: 2.F.3.a–i (Human Growth & Development)

NCE Area: Human Growth and Development

TEA Code: 19 TAC §239.15(b)(2)(A) – Human growth, development, and transitions

B. Counseling Core Requirements

PHLS 6315: Career Counseling

Description: Examines theories of career development, occupational information, lifestyle and decision-making models, and strategies for career counseling. Includes assessment of interests, aptitudes, and values.

LPC Standard: §681.83(b)(2)(C) – Career Development

CACREP 2024 Standards: 2.F.4.a–i (Career Development)

NCE Area: Career Development

TEA Code: 19 TAC §239.15(b)(3)(B) – Career and educational development

PHLS 6325: Theories of Counseling

Description: Examines major counseling and psychotherapy theories that inform professional practice, including psychodynamic, cognitive-behavioral, humanistic, systemic, and integrative approaches. Students analyze conceptual frameworks, techniques, and evidence-based applications for diverse populations. Emphasis is placed on theory-driven treatment planning, counselor-client relationship, and multicultural integration.

LPC Standard: Texas Admin. Code §681.83(b)(2)(B) – Counseling Theories

CACREP 2024 Standards: 2.F.5.a–n (Counseling & Helping Relationships)

NCE Area: Counseling and Helping Relationships

TEA Code: 19 TAC §239.15(b)(2)(B) – Knowledge of counseling theories and applications

PHLS 6335: Introduction to Group Counseling

Description: Explores group process, dynamics, and leadership models. Focuses on group development, member roles, ethical concerns, facilitation techniques, and evaluation. Students gain practical experience in group participation and leadership.

LPC Standard: §681.83(b)(2)(D) – Group Counseling

CACREP 2024 Standards: 2.F.6.a–i (Group Counseling and Group Work)

NCE Area: Group Counseling and Group Work

TEA Code: 19 TAC §239.15(b)(4)(C) – Group process and facilitation skills

PHLS 6343: Legal and Ethical Issues in Counseling

Description: Provides an in-depth study of the legal, ethical, and professional issues in counseling practice, including licensure law, informed consent, confidentiality, supervision, and record management.

LPC Standard: §681.83(b)(2)(E) – Professional Orientation and Ethics

CACREP 2024 Standards: 2.F.1.a–i (Ethical and Legal Considerations in Counseling)

NCE Area: Professional Counseling Orientation and Ethics

TEA Code: 19 TAC §239.15(b)(1)(C) – Legal and ethical standards for practice

PHLS 6345: Atypical Growth and Behavior

Description: Analyzes abnormal development, psychological dysfunction, and maladaptive behaviors. Includes etiology, symptoms, and social, biological, and cognitive factors influencing atypical development.

LPC Standard: §681.83(b)(2)(F) – Abnormal Human Behavior

CACREP 2024 Standards: 2.F.3.c–h (Human Growth and Development / Psychopathology Integration)

NCE Area: Assessment and Clinical Focus

TEA Code: 19 TAC §239.15(b)(2)(C) – Psychological and emotional development

PHLS 6352: Assessment in Counseling

Description: Introduces theories and methods of psychological appraisal, testing, and non-testing assessment. Students learn instrument selection, administration, interpretation, and ethical use of tests for diagnosis and treatment planning.

LPC Standard: §681.83(b)(2)(G) – Assessment/Appraisal

CACREP 2024 Standards: 2.F.7.a–m (Assessment and Testing)

NCE Area: Assessment and Testing

TEA Code: 19 TAC §239.15(b)(5)(A) – Knowledge of appraisal methods and interpretation

PHLS 6370: Introduction to Cross-Cultural Counseling

Description: Examines multicultural and social justice counseling theories, identity development, advocacy, cultural humility, and ethical considerations in working with diverse populations. Emphasizes systemic barriers, privilege, and power in mental health.

LPC Standard: §681.83(b)(2)(H) – Multicultural Counseling

CACREP 2024 Standards: 2.F.2.a–h (Social and Cultural Diversity)

NCE Area: Social and Cultural Diversity

TEA Code: 19 TAC §239.15(b)(3)(A) – Understanding cultural factors in education and counseling

PHLS 6391: Counseling Methods and Techniques

Description: Focuses on core counseling skills and techniques, including attending, listening, empathy, questioning, confrontation, goal-setting, and action planning. Students practice techniques through role-play, case analysis, and supervision using the CCS-R model.

LPC Standard: §681.83(b)(2)(J) – Counseling Methods/Techniques

CACREP 2024 Standards: 2.F.5.a–n (Counseling and Helping Relationships)

NCE Area: Counseling and Helping Relationships

TEA Code: 19 TAC §239.15(b)(4)(B) – Counseling methods and responsive services

PHLS 7375: Introduction to Family Counseling

Description: Study of family systems theories, relational patterns, and interventions for couples and families. Focuses on family functioning, cultural influences, communication patterns, and systemic approaches.

LPC Standard: §681.83(b)(2)(L) – Marriage, Couple, and Family Counseling

CACREP 2024 Standards: 2.F.5.a–n; 2.F.3.g (Systems Approach in Counseling)

NCE Area: Counseling and Helping Relationships / Family Systems

TEA Code: 19 TAC §239.15(b)(4)(F) – Family systems and counseling strategies

PHLS 6324: Addictions Counseling

Description: Covers theories of addiction, neurobiology of substance use, assessment, diagnosis, and evidence-based treatment interventions. Addresses co-occurring disorders, relapse prevention, and family systems in addiction recovery.

LPC Standard: §681.83(b)(2)(M) – Substance Abuse/Addiction Counseling

CACREP 2024 Standards: 2.F.5.k–l, 2.F.3.f (Substance Use and Addiction Counseling)

NCE Area: Assessment & Clinical Focus (Addiction)

TEA Code: 19 TAC §239.15(b)(4)(E) – Counseling interventions for substance-related issues

PHLS 6313 – Professional Orientation and Advanced Ethics

Description: Advanced study of ethical decision-making, supervision, legal concerns, professional identity, and business practices in counseling. Emphasizes application of codes of ethics to complex

clinical scenarios.

LPC Standard: §681.83(b)(2)(E) – Professional Orientation and Ethics (Advanced)

CACREP 2024 Standards: 2.F.1.c–i (Advanced Ethics and Professional Identity)

NCE Area: Professional Counseling Orientation and Ethics

TEA Code: 19 TAC §239.15(b)(1)(D) – Ethical leadership and professional growth

PHLS 6323: Psychopathology

Description: Comprehensive study of diagnostic systems, clinical symptomology, and theories of psychopathology. Focuses on DSM-5 classification, differential diagnosis, and introduction to psychopharmacology.

LPC Standard: §681.83(b)(2)(F) – Abnormal Human Behavior / Psychopathology

CACREP 2024 Standards: 2.F.3.c–h, 2.F.7.e (Diagnosis and Treatment Planning)

NCE Area: Assessment and Clinical Focus

TEA Code: 19 TAC §239.15(b)(2)(E) – Understanding of mental health disorders

PHLS 7100: Practicum

Description: Supervised field experience emphasizing integration of counseling skills, ethics, and theory. Students must complete 40 direct client contact hours under supervision, with weekly evaluations and reflective practice.

LPC Standard: §681.83(c)(1) – Practicum (Minimum 100 Hours)

CACREP 2024 Standards: 3.F.1–7 (Practicum Experience)

NCE Area: Professional Practice and Ethics / Counseling Skills PHLs 7301-7302 Internship I and II

⇒ After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area. Internship students complete at least 240 clock hours of direct service.

PHLS 7200 – Internship I (300 Hours)

Description: First supervised internship requiring a minimum of 300 clock hours in approved counseling settings, focusing on direct client service, professional development, and advanced counseling skill application.

LPC Standard: §681.83(c)(2) – Internship (Minimum 300 Hours per Term)

CACREP 2024 Standards: 3.G.1–8 (Internship Experience)

NCE Area: Counseling Skills and Interventions

PHLS 7201 – Internship II (300 Hours)

Description: Continuation of Internship I, emphasizing advanced counseling practice, documentation, case conceptualization, and supervision toward professional competence.

LPC Standard: §681.83(c)(2) – Internship (Continuation)

CACREP 2024 Standards: 3.G.1–8 (Advanced Internship)

NCE Area: Counseling Skills and Interventions / Professional Practice

A. Course Sequence

MY ADVISOR DEGREE PLAN MUST BE SUBMITTED DURING FIRST SPRING SEMESTER

At submission time, the degree plan must include the specific courses that the student plans to take to meet all degree requirements. If a student takes a different course than the one listed in the degree plan, a *Change of Degree Plan* form must be submitted and approved on [MyAdvisor](#) prior to graduation.

**Clinical Mental Health Counseling
M.Ed. Degree Plan - 60 Credit Hours - 20 classes**

YEAR 1 - Fall I

- PHLS 6325 Theories in Counseling
- PHLS 6311 Introduction to Counseling
- PHLS 6330 Human Growth & Development

Spring I

- PHLS 6370 Introduction to Cross Cultural Counseling
- PHLS 6391 Counseling Methods & Techniques
- PHLS 6352 Assessment in Counseling

Summer I

- PHLS 6310 Introduction to Research
- PHLS 6335 Introduction to Group Counseling

YEAR 2 - Fall 2

- PHLS 6345 Atypical Growth & Behavior
- PHLS 6324 Addictions Counseling
- PHLS 6343 Ethical & Legal Theories in Counseling

Spring 2

- PHLS 6315 Career Counseling
- PHLS 6323 Psychopathology
- PHLS 6312 Crisis Counseling

Summer 2

- PHLS 7100 Practicum 100hrs

YEAR 3 - Fall 3

- PHLS 7200 Internship I 300hrs
- PHLS 7375 Introduction to Family Counseling (Hybrid)

Optional Elective

Spring 3

PHLS 7201 Internship II 300hrs

PHLS 6313 Professional Orientations & Advanced Ethics- (Online)

Optional Elective

Students can take electives during any semester with less than 9 credit hours**Students are required to take 1 elective (20 classes total for graduation)****IV. Counseling Practicum & Internship (Field Experience)**

All students applying for Practicum and Internship must do so with the faculty field experience coordinator during their Fall 2 year. All students need to follow the application procedures and to prepare a professional resume to interview with prospective sites. Information about practicum and internship will be included in the Practicum and Internship Handbook, sent out on the listserv, and will be discussed during the required orientation during the spring year 2 semester.

Students complete one semester of practicum consisting of 100 hours (40 hours must be direct service); and two semesters of internship for a total of 600 hours, 300 hours per semester (120 hours per semester must be direct service). Students select sites and work at these sites for 18-20 hours per week.

The field courses is a **three-semester experience** (9 credits total) in which students engage in actual counseling work in an agency approved by the Counseling Program faculty. Most often all semesters are completed in the same agency.

At the end of each semester, students are required to evaluate both their supervisor on site and their overall clinical experience. Your feedback is important for the best learning environment. Students are required to obtain liability insurance during all clinical placements. The Program recommends the ACA Liability Insurance as provided with the purchase of a student membership with the American Counseling Association: <https://www.counseling.org/membership/aca-andyou/students>

V. Comprehensive Examination

Master's Comprehensive Exam Schedule

Fall	Application Deadline	Summer – August
	Exam Date	Fall Year 3

Be sure to submit your application allowing plenty of time for processing in [MyAdvisor](#) before the application deadline. You will receive detailed information on this during summer year 2/ beginning of year 3.

A. Policies and Procedures

To be eligible to take the exam, a student must have:

1. **By application deadline** have a degree plan approved at all levels on file with the Graduate Studies Office
2. **By application deadline** have completed at least 18 semester hours of course work with no grades Incomplete, and
3. **Submitted, on time**, in [MyAdvisor](#), a completed Application to take Master's Comprehensive Examination form. *Late applications will not be accepted.* The form requires a statement of number of hours taken. **In the space labeled “Areas to be Tested,” enter the word “Counseling.”**

B. Exam Overview

What is the Comprehensive Exam?

The program uses the *Counselor Preparation Comprehensive Examination (CPCE)*, which is a national examination, for the Master's comprehension examination process. The CPCE is researched, developed, and distributed by the Research and Assessment Corporation for Counseling (RACC) in conjunction with the Center for Credentialing and Education (CCE). Both the RACC and CCE are affiliates of the National Board for Certified Counselors (NBCC), which is the historical credentialing body for counselors.

C. Exam Content

What is the content of the exam?

The CPCE covers the eight Council for Accreditation of Counseling and Related Educational Programs (CACREP) common core areas as defined by their Standards for Preparation.

Areas of Concentration for the CPCE exam:

The Master's Comprehensive Examination is the national Counselor Preparation Comprehensive Examination (CPCE) and covers the 8 areas listed below. The CPCE is a service of the Center for Credentialing Education (CCE), an affiliate of the National Board for Certified Counselors (NBCC).

- A. Human Growth and Development
- B. Social and Cultural Foundations
- C. Helping Relationships
- D. Group Work
- E. Career and Lifestyle Development

- F. Appraisal
- G. Research and Program Evaluation
- H. Professional Orientation and Ethics

D. Exam Grading

What is the format for questions?

The CPCE is a 160-item, four-choice, multiple-option exam consisting of 20 items per area. One hundred thirty-six of the items are scored for passing information; 24 of the items, three from each core area, are being researched for future examinations. Each question was developed based on information found in the most used textbooks. Scores for each core area (maximum of 17 points per area) and a total score are reported.

E. Procedures for Remediation of Students

Who Fail the Exam

What happens if I fail?

The exams are evaluated by standardized scoring done by the CCE. Results are sent to the coordinator of testing for the master in education in counseling program and advisors notify advisees of their results. Candidates may take the CPCE exam up to 2 times. If the first attempt is a fail, the student may petition to retake after remediation.

VI. Program Policies and Procedures

This section describes the primary means by which the Program monitors and evaluates student progress. Also described are current policies regarding requests for leaves of absence and time extensions, as well as information about dismissal and formal grievance procedures. The University's Graduate Catalog, which contains the university's policies and procedures, can be found at:

<http://catalog.uh.edu/index.php?catoid=9>.

A. Advising

The student's relationship with his or her academic advisor is one of the primary means by which the Program monitors and facilitates student progress. Students are expected to maintain regular contact with their advisor throughout their tenure in the Program, keep their advisor apprised of any problems or concerns that may affect their academic and/or clinical work, and seek their advisor's consultation and assistance as appropriate. Upon admission to the Program, students are assigned an academic advisor in the Office of Graduate Studies.

Our mission is to ensure timely and efficient academic completion for all students through commitment, partnership, and provision of resources necessary for success. Our team: assists with personal and academic goals, tailor advising to students'

individual needs, collaborates with faculty, staff and community partners, empowers students to take ownership of their academic success, and provides mutual respect and appreciation for our diverse population.

Responsibility of the Student

As a student at the University of Houston, College of Education, I understand that the following are my responsibilities in the student-advisor relationship:

- Read the Graduate Catalog.
- Read the Program Handbooks.
- I must take proactive measures to contact my Academic Advisor if I have questions or concerns regarding my program, program courses, and general/personal concerns.
- I must meet all deadlines (e.g., registration deadlines, course deadlines, entrance/exit testing deadlines, commencement deadlines, etc.) that are issued by my course instructors and the College of Education (COE) administration.
- If work/life circumstances may impede my ability to meet the required objectives or deadlines established by the College, then I will contact my professor first. I will then promptly inform my Academic Advisor and seek a recommended course of action.
- I am required to read the Graduate Catalog and the Department Handbook so that I may be aware of COE policies regarding satisfactory academic progress.
- I understand that my Academic Advisor is here to guide me through my program at the College of Education. The counsel of the advisor is important to my academic progress; therefore, I will treat him/her with utmost respect.

B. Time Limit

Students pursuing this M.Ed. degree must complete all requirements within a five-year period of enrollment. University policy can be found at:
<http://www.uh.edu/education/student-services/graduate-office/>

As a reminder, initial degree plans must be completed during the first spring semester.

C. Continuous Enrollment

Once admitted to the program, students are expected to enroll in the set course rotation schedule. University policy regarding continuous enrollment can be found at:

<http://www.uh.edu/education/student-services/grad-sops-students/>.

Leaves of Absence

On rare occasions, significant life events and emergencies (e.g., serious health issues, major family disruptions) may interfere with a student's progress through the Program. Students who cannot enroll in a given semester must apply for a leave of absence in order to remain in good standing. A student who does not return to enrolled status at the end of an approved leave is no longer considered to be pursuing an advanced degree. A student who fails to enroll in a long semester (Fall or Spring) without obtaining an approved leave from graduate study is not automatically readmitted.

To request a leave of absence, students need to first consult with their advisor.

Correction: Secondly, obtain a Graduate and Professional Studies petition from the [UH Graduate School](#) and include documentation that describes the reason for the request and a timeline and plans for completing remaining Program requirements following the leave. If the reason for the leave is due to medical or administrative reasons (including military deployment or a death of immediate family member), a [Medical/Administrative Term Withdrawal Request](#) with appropriate documentation should be attached to the request. If students have any questions or concerns regarding the petition, they are encouraged to visit the [Office of Graduate Studies](#) in the College of Education.

The leave of absence must be approved by the students' advisor, the Department Chair, and the College of Education Dean. Approved petition(s) will be submitted to the University's Office of the Registrar and the UH Graduate School. A copy of the petition will be stored within a student's [MyAdvisor](#) account.

The College of Education's policy regarding leave of absence can be found at:

<http://catalog.uh.edu/content.php?catoid=9&navoid=1638>.

D. Grade Policy

A minimum grade point average (GPA) of 3.00 (B) for all graduate courses attempted is required for all graduate degree programs at the University of Houston. Failure to maintain a 3.00 GPA may result in a warning, probation, suspension, loss of financial support, or dismissal. University policy regarding grading policies can be found at:

<http://catalog.uh.edu/content.php?catoid=9&navoid=1636>.

Low Grade Policy (separate policy)

A student who receives a grade of C+ or lower in 12 semester hours of credit attempted at this institution for graduate credit or for application toward the graduate degree, regardless of the student's classification, whether or not in repeated courses, is ineligible for any advanced degree at this institution and will not be permitted to re-enroll for graduate study.

To re-state the policy, if a student receives 4 C+'s or lower in any 4 courses worth 3 credit hours each, the student will be dropped from graduate study.

The university's low grade policy can be found at:

<http://catalog.uh.edu/content.php?catoid=9&navoid=1639>.

E. Dismissal Policies and Procedures

The dismissal of a student from the Program is a significant event for both the student and the Program faculty and represents the conclusion of the faculty that the student has not demonstrated an adequate level of competency in either academic or clinical skills, or in other critical areas of professional conduct.

A graduate Program is responsible for training future counselors who are competent and in no way provide a threat to public welfare. Therefore, the faculty are attentive to all aspects of student competence and performance in all relevant areas including academics, clinical training, ethics, and interpersonal behavior. Students are expected to make satisfactory academic progress, master counseling skills in a satisfactory and timely manner, meet all timelines and policies and procedures for the university and all training agencies to which assigned, meet high standards of ethical behavior in all endeavors, and demonstrate interpersonal attitudes and behaviors with peers, faculty, staff, and supervisors that promote growth and learning.

F. Grievance Policy and Procedures

Students may grieve any faculty decision or action that affects their progress through the program. If the student chooses to grieve, he or she must follow the formal grievance procedures as specified on-line at the following websites:

University of Houston

<http://catalog.uh.edu/content.php?catoid=9&navoid=1637>

Psychological Health, and Learning Sciences Department

The department policy is posted in the student section of the departmental website:

http://www.uh.edu/education/departments/phls/docs/PHLS%20Student%20Grievance%20Fo_rm%20and%20Procedures.pdf

G. Social Media & Public Representations

Students in our program represent the University of Houston; the College of Education; the Department of Psychological, Health and Learning Sciences; the Counseling Psychology doctoral program; the profession of Counseling Psychology; and the helping professions in general. Counseling Psychology students' behaviors and roles in the classroom and in society should conform to the fundamental tenets of professionalism, ethics, and the ideals core to the Counseling Psychology profession. Therefore, all students are expected to maintain professional and ethical standards of behavior and the core ideals of the profession *in all* public settings.

These behaviors may include public interactions, such as various online, social media, and social networking outlets. Examples of these venues include Facebook, Twitter, Snapchat, Instagram, Google+, Reddit, and LinkedIn. Students must consider that all personal representations made online and on social media outlets are inherently public behavior.

H. Unauthorized Recordings

~Recording of Classes, Supervision, and Client Sessions~

Faculty Intellectual Property Protection:

- ⇒ All lectures, class discussions, and supervision meetings constitute the intellectual property of the instructor and the University of Houston.
- ⇒ Recording of any class, supervision meeting, or instructional content (including screenshots, screen captures, audio, or video) is prohibited without the explicit consent of the instructor.

⇒ Unauthorized recording, sharing, or distribution of classroom or supervision content—whether in person or virtual—is a violation of academic integrity and may result in disciplinary action, up to and including dismissal from the program.

Supporting Codes:

- *ACA Code of Ethics (2014), Section F.5.b (Limitations of Supervision and Training), and Section F.7.a (Standards for Supervision).*
- *TCA Code of Ethics (2024), Section 2.01 & 3.02 (Professional Responsibility and Respect for Intellectual Property).*
- *TEA Educators' Code of Ethics, Standard 3.9 (Maintaining Integrity and Confidentiality in Professional Communications).*

~Approved Recordings for Accessibility or Training~

⇒ Students requiring recordings for accessibility purposes must obtain prior approval through the Center for Students with Disabilities (CSD), with written documentation provided to the course instructor.

⇒ Approved recordings are for personal academic use only and may not be distributed, shared, or posted on any digital or social platform.

Supporting Codes:

- *ACA Section A.2.b (Types of Information Needed for Informed Consent).*
- *TCA Section 1.02 (Confidentiality and Informed Consent).*

~Recording of Client Sessions~

⇒ Approved Devices and Secure Storage Only

- Students may record client sessions only with documented client consent.
- The use of personal or non-secure digital apps (e.g., Voice Memos, Notes, QuickTime) for recording is strictly prohibited.
- All recordings must be saved and stored in secure, HIPAA-compliant systems (e.g., approved encrypted cloud storage or institutional software).

⇒ Data Security and Retention

- Recordings may be used solely for supervision and educational review within the course of context.
- Files must be deleted or anonymized immediately after instructional use or at the end of the semester.

~Violation of Policy ~

- Any unauthorized use, personal storage, or transmission of client recordings constitutes a serious breach of confidentiality and ethical standards.
- Consequences may include immediate remediation, loss of clinical placement, or removal from the program.

Supporting Codes:

- *ACA Code of Ethics (2014), Sections B.1.c (Respect for Confidentiality) and B.6.h (Storage and Disposal of Records).*
- *TCA Code of Ethics (2024), Sections 1.04–1.07 (Confidentiality, Recording, and Storage).*
- *TEA Code, Standard 3.8 (Confidentiality of Student Records).*

I. Respect for Diverse Opinions & Professional Discourse

The University of Houston M.Ed. Counseling Program affirms that intellectual diversity and respectful dialogue are essential to professional counselor development. Differences in opinion are not only expected but valued as integral to ethical reasoning and cultural competence.

All members of the learning community are expected to:

- Communicate with professionalism, respect, and intellectual humility.
- Focus on discussions on ideas, evidence, and reasoning, avoiding personal critiques or invalidation.
- Protect sensitive information and personal disclosures shared in class or supervision.
- Engage in constructive disagreement that honors diverse cultural, theoretical, and experiential perspectives.

Faculty will foster psychologically safe learning environments that balance academic freedom with emotional safety. When discussions become emotionally charged, any participant may request a pause or clarification. Faculty may redirect or bracket topics to preserve the integrity and respect of the learning space. No student will be penalized academically for expressing a genuine, respectful opinion or professional perspective. Concerns about fairness, dialogue management, or classroom climate may be submitted confidentially to the Program Director.

The program's expectation of intellectual humility and respectful discourse aligns directly with the College's commitment to dignity, respect, open communication, and fostering healthy relationships among members. Students are encouraged to engage in diverse opinions and experiences in ways that promote trust and confidence among peers and faculty. [University of Houston](#)

Supporting Codes:

- *ACA Code of Ethics (2014), Sections A.4.b (Personal Values), F.11.b (Respect for Diversity), and C.5. (Nondiscrimination).*
- *TCA Code of Ethics (2024), Section 3.01 (Respect for Diversity in Professional Interactions).*
- *TEA Educators Code of Ethics, Standard 3.4 (Respect for Diverse Viewpoints and Learners).*

J. Artificial Intelligence & Transcription

This policy governs the use of AI, recording, and transcription technologies in counseling education and practice. It affirms the program's commitment to confidentiality, informed consent, and ethical technology use. *(Cont.)*

⇒ Prohibition Without Explicit Consent

- No counseling session may be recorded, transcribed, or digitally captured without the client's informed, written, and verbal consent.
- Students must clearly communicate the purpose, audience, and data deletion timeline for any recording.

⇒ Prohibition on AI-Based or Automated Transcription

- Use of AI transcription, speech-to-text, or generative AI platforms for clients or supervision of content is strictly prohibited.
- Uploading or storing transcripts produced by AI tools violates confidentiality and ethical compliance.

⇒ Clinician Review and Responsibility

- If AI is used for administrative assistance (e.g., drafting notes), the counselor must review, verify, and assume full responsibility for accuracy and ethical compliance.
- AI tools must never analyze client material or provide interpretive or diagnostic output.

Supporting Codes:

- *ACA Code (2014), Sections A.2.a (Informed Consent), B.3.e (Transmission of Confidential Information), and H.6.a-c (social media and Technology).*
- *TCA Code (2024), Section 5.02 (Use of Emerging Technology).*
- *TEA Code, Standard 3.9 (Maintaining Confidentiality and Ethical Technology Use).*

VII. Classroom Privacy and Professional Conduct

The M.Ed. Counseling Program acknowledges that class discussions and supervision content may include sensitive, trauma-related, or identity-centered material. These interactions require confidentiality comparable to clinical dialogue.

Students must:

- Use earphones or headphones when engaging in virtual or recorded classes in shared environments.
- Avoid playing course audio or video through speakers in public or semi-public spaces.
- Select environments conducive to privacy, concentration, and respect for confidentiality.

*****Listening to or sharing class materials in public settings—including coffee shops, vehicles, libraries, or common areas—constitutes a breach of professionalism and may result in corrective action.***

Supporting Codes:

- *ACA (2014), Section B.1.c (Respect for Confidentiality) and F.6.a (Supervision Environment).*
- *TCA (2024), Section 1.04 (Confidentiality).*
- *TEA Code, Standard 3.8 (Safeguarding Confidential and Sensitive Information).*

⇒ **Institutional and Ethical Foundations**

The University of Houston M.Ed. Counseling Program is committed to fostering academic integrity, professional growth, and ethical conduct in accordance with the following guiding frameworks:

- **American Counseling Association (ACA) Code of Ethics, 2014**
- **Texas Counseling Association (TCA) Code of Ethics, 2024**
- **Texas Education Agency (TEA) Educators' Code of Ethics**
- **University of Houston System Code of Ethics**
(uhsystem.edu/resources/compliance-ethics/uhs-code-ethics)
- **University of Houston College of Education General Ethics Principles**
(uh.edu/education/student-services/pdf/coe-ethics-code.pdf)

Members of the M.Ed. Counseling community—faculty, supervisors, staff, and students—are expected to uphold the highest standards of **dignity, respect, integrity, open communication, and trust**, as outlined by the UH College of Education's six guiding principles. [University of Houston](#)

VIII. Counseling M.Ed. Gatekeeping, Remediation, and Retention Policy

A. Purpose

This policy outlines procedures for gatekeeping, remediation, and retention in the Clinical Mental Health Counseling program, ensuring the well-being of clients, safeguarding the program's reputation, and fostering the development of capable and ethical counselors.

B. Objectives of Remediation

Remediation encompasses academic, professional, and skills-based support, monitored each semester to promote student growth. This comprehensive approach supports the development of counseling students by identifying and addressing areas for improvement in:

- **Academic Performance** (e.g., course grades)
- **Professionalism** (e.g., dispositions, behaviors, and growth)
- **Clinical Skills** (e.g., counseling skills and therapeutic techniques)

C. Policy Procedures

1. Identification and Support

The program has established procedures to identify students encountering academic or professional challenges. Regular assessments and feedback from faculty enable early detection, allowing timely support. These checkpoints are identified in the timeline below.

2. Individualized Remediation Plans

Upon identification, a personalized remediation plan is developed. This plan specifies goals, timelines, and resources, tailored to support the student in making necessary improvements.

3. Support Resources

The College offers resources, including tutoring, mentoring, workshops, and counseling services, to assist students in meeting their remediation objectives. Faculty will discuss and guide students on accessing these resources.

4. Due Process

The remediation framework guarantees due process. Students are informed of any deficiencies, given opportunities to rectify these areas, and provided with access to appeal mechanisms when necessary.

5. Documentation

Comprehensive records of remediation activities—including assessments, remediation plans, progress reports, and student communications—are maintained to ensure transparency and accountability.

D. CACREP-Specific Policies – (summarized policy) “The counselor education faculty consistently reviews each student’s performance in formative and summative fieldwork, assessing their ability to integrate and apply essential knowledge. This systematic process includes regular feedback to support student progress in both academic and professional dispositions”. [CACREP Specific Standard](#)

E. Gatekeeping Review Timeline - Students’ grades will be reviewed semesterly, skills and professional disposition will be scored during the following classes:

Year 1: Introduction to Counseling, Methods, Introduction to Research

Year 2: Ethics, Career Counseling

Year 3: Practicum, Internship I & II

B. Skills and Dispositions Defined: Counseling Competency Evaluation Chart

Competency Area	Description
Attendance & Participation	Attends all classes and supervision sessions fully, punctually, and with engagement.
Appearance & Grooming	Demonstrates professional dress and grooming in classes and sessions.
Emotional Stability	Shows emotional stability and self-control with supervisors, peers, and clients.
Openness to Feedback	Accepts supervisory feedback non-defensively and makes necessary adjustments.
Motivation	Exhibits enthusiasm for personal and professional growth.
Adaptability & Flexibility	Adjusts well to changes, unexpected events, and new situations.
Consultation & Professional Development	Proactively seeks consultation, supervision, and developmental opportunities to improve skills.
Professional Ethics	Consistently follows ethical guidelines (e.g., ACA) and displays sound ethical judgment.
Multicultural Competency	Shows cultural awareness, respect, and engages in culturally sensitive interactions.
Personal & Professional Boundaries	Maintains healthy and appropriate boundaries with clients, peers, and supervisors.
Confidence	Demonstrates appropriate self-assurance and confidence in counseling skills.
Record Keeping & Class Assignments	Completes all documentation and assignments thoroughly and on time.
Adherence to Site Policies	Follows all policies and procedures at educational and clinical sites.
Therapeutic Relationship Building	Establishes a therapeutic alliance characterized by safety, trust, and respect.
Empathy	Communicates warm and accurate understanding of the client's perspective.
Unconditional Positive Regard	Expresses acceptance and positive regard toward clients, independent of behavior.

Competency Area	Description
Non-Verbal Skills	Uses effective nonverbal communication (open posture, eye contact, head nods).
Invitational Skills	Engages clients using minimal encouragers and open-ended prompts.
Reflecting Content/Paraphrasing	Accurately paraphrases client communication without repeating verbatim.
Reflecting Feeling	Reflects client feelings appropriately, avoiding extremes or assumptions.
Reflecting Meaning	Identifies and reflects core values, meanings, and deeper themes in client communication.
Immediacy	Demonstrates presence and addresses here-and-now client experiences.
Summarization	Summarizes issues, feelings, and meaning at appropriate session points.
Recognition of Client Resources	Identifies and acknowledges client strengths, supports, and resilience factors.
Challenging/Confrontation Skills	Challenges clients supportively by noting discrepancies or contradictions.
Redirection/Focusing Skills	Redirects conversations to maintain therapeutic focus on goals.
Questions	Uses open-ended questions effectively while minimizing closed questions.
Emphasizing Process	Focuses on patterns, themes, and client processes, not just content.
Structuring Sessions	Plans and conducts sessions with time management and appropriate closure.
Goal Setting	Collaborates with clients to establish realistic, measurable goals.
Treatment Planning	Develops and follows comprehensive, theory-informed treatment plans.
Application of Theory	Demonstrates understanding and correct application of counseling theories.
Interventions	Uses interventions that facilitate client expression and progress toward goals.

Competency Area	Description
Intentionality	Clearly articulates rationale for interventions and goals based on theory.
Trauma-Informed Care	Responds sensitively to trauma; avoids victim-blaming and supports regulation.
Case Conceptualization	Presents thorough client history and integrates theoretical and systemic perspectives.
Suicide/Risk Assessment	Conducts thorough assessments for suicide risk, self-harm, and abuse.
Assessment	Administers, scores, and interprets assessments accurately.
Follow-Up	Ensures follow-up for missed sessions, risk assessments, and client commitments.
Referrals	Identifies, offers, and documents appropriate referrals for additional client support.

The exams are evaluated by standardized scoring done by the CCE. Results are sent to the coordinator of testing for the master in education in counseling program and advisors notify advisees of their results. Candidates may take the CPCE exam up to 2 times. If the first attempt is a fail, the student may petition to retake after remediation.

IX. Student Support Services

The University of Houston offers students an array of support services sponsored by a variety of campus offices and facilities. Examples of these include the Counseling and Psychological Services Center (CAPS); the Health Center and Financial Aid Offices; the Center for Students with DisABILITIES (CSD); and the Campus Recreation and Wellness Center. The Counseling Program, the Department of Educational Psychology, and the College of Education also offer students a variety of support services. This section describes some of these services and resources.

A. Fellowships, Assistantships, & Financial Aid

Counseling students are also eligible to compete for several scholarship or graduate fellowship programs that are available through the College of Education

(http://www.coe.uh.edu/student-services/fin_aid_scholarships/) or with the University of Houston Office of Scholarships and Financial Aid (<http://www.uh.edu/about/offices/enrollment-services/financial-aid/index>). Also, see Appendix D for some examples of scholarships.

B. Communication: Program and Department

The Program listserv provides students, faculty and staff the opportunity to receive broadcast e-mails to everyone in the Counseling Program. Upon admission to the Program stude

REQUIRED TO SUBSCRIBE to the M.Ed. Program listserv, **using their UH email addresses**. Follow the steps to subscribe to the listserv 1). Log on to <http://listserv.uh.edu/> 2). Click on the middle list, the one that looks like: *Catalist*, view all public lists at this host 3). There are two ways to find your listserv— use the Ctrl F function to ‘find’ your area (e.g. M.Ed. in Counseling: medcoun@listserv.uh.edu) OR Scroll down the list until you see your area of study (medcoun@listserv.uh.edu).

C. Course Registration

You may find your specific enrollment time by logging on to MyUH. Steps on how to enroll:

1. Log on to MyUH
2. Click on UH Self Service
3. Click on Enrollment (Menu is on the left)
4. Click on Enrollment: Add Classes
5. You may search for classes or enter the five digit section number in “Enter Class Nbr”
6. Once you have found the course you want, click on “Select”
7. Then Click on “Next”
8. You may get a message that says” Your course has been added to your enrollment shopping cart”. Please click on: Proceed to Step 2 of 3 9. Click on Finish Enrolling

D. Computing

The [Center for Information Technology in Education \(CITE\)](#) offers multi-faceted technology services to the entire College of Education community. The CITE Lab provides students with over 80 computers and houses a statistics lab and a multimedia lab. The CITE Lab staff provides routine consultation to students on a variety of technology matters. Email UIT Support at uitsupport@uh.edu.

E. Problem-Solving Resources

The Ombud service directly assists students to resolve problems or refers them to the office or person who can help. The student legal advisor provides counsel to students for problems of a legal nature. More information regarding these services may be located at the ombudservice web sites at: <http://www.uh.edu/ombuds/>.

RESOURCES -

UH Counseling and Psychological Services (CAPS) - [CAPS: Counseling and Psychological Services - University of Houston \(uh.edu\)](#)

PHLS Website - [Psychological, Health, & Learning Sciences - University of Houston \(uh.edu\)](#)

Student Responsibility and Expectaons • College Ethics • Academic Honesty • Daily Health SelfAssessment • Improve Online Synchronous Experience • Recording of Class • Reporng Technical

Issues • Student Accessibility Center • Counseling and Psychological Services (CAPS)

Include URLs to: UH Responsibility <http://catalog.uh.edu/content.php?catoid=6&navoid=1082>

UH Student Behavior and Conduct <https://www.uh.edu/dos/behavior-conduct/>

College of Educaon General Ethics Guide

https://www.coe.uh.edu/mycoe/collegedata/COE_Ethics_Guide.pdf

Academic Honesty <http://catalog.uh.edu/content.php?catoid=6&navoid=1025>

COVID-19 Guidelines and Protocols <https://www.uh.edu/covid-19/guidelines-protocols/>

Student Accessibility Center <http://www.uh.edu/accessibility>

Counseling and Psychological Services (CAPS) • UH Main Campus:

http://www.uh.edu/caps/outreach/lets_talk.html