**Counselor Education Program Changes**

The following program changes occurred throughout Fall 2016-Present. Each of the program changes listed are followed by the timeframe and rationale for the change:

1. Changes made to link Program Objectives and CACREP Standards

Below are the 2015 Program Objectives:

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| **CACREP Professional Identity Standards**  | **Texas Tech Counseling Program Objective**  |
| Professional Orientation and Identity  | To prepare counselors who are knowledgeable about the philosophy, history, and current and future trends in the counseling profession.  |
| Social and Cultural Diversity  | To train counselors who can recognize, understand, and respond to social and cultural differences and change in our society.  |
| Human Growth and Development  | To train counselors who have a foundation for understanding human behavior and development. To prepare counselors who are able to design, implement, and evaluate developmentally appropriate counseling interventions and programs.  |
| Career Development  | To prepare counselors who are knowledgeable and skilled in helping clients make life and career decisions.  |
| Helping Relationships  | To train counselors who are knowledgeable and skilled in the helping/counseling process. To prepare counselors who are able to apply knowledge, theory, and skills to work effectively with clients in a variety of modalities (individual, group, family) and to use crisis intervention, brief counseling, and long term approaches.  |
| Group Work  | To train counselors who are knowledgeable and skilled in providing group counseling.  |
| Assessment  | To prepare counselors who are knowledgeable and skilled in gathering, analyzing, interpreting, and presenting data about individuals. To prepare counselors who are knowledgeable and skilled in the use of assessment techniques, including diagnosis, with individuals and groups  |
| Research and Program Evaluation  | To prepare counselors who are knowledgeable about research and program evaluation. To prepare counselors who are able to read, critique, utilize and contribute to professional research literature and who are able to engage in program evaluation  |
| Program Area Standards  | To prepare counselors who meet additional curricular objectives for their specialization area in the areas of service, prevention, treatment, referral, and program management.  |
| Professional Practice Standards  | Develop, through supervised practicum and internship experiences, an integration of the knowledge and skills needed to be successful as practicing counselors.  |
| Personal Growth and Understanding  | Develop, through self-reflection and insight, an understanding of oneself and the use of self in the counseling process. Develop a personal approach to counseling and client advocacy with a clear understanding of counselor functions.  |

The current program objectives are:

1. To support students in establishing a firm professional counseling/counselor education identity
2. To foster professional and personal growth in counseling students
3. To create ethically responsible counselors
4. To encourage counselors-in-training to contribute to the profession in a unique and specialized manner
5. To embody advocacy and social justice approaches and develop counselors-in-training who advocate for their clients and communities

These program objectives were changed resulting from feedback from employers, advisory board members, site supervisors, graduates and students during the [Fall 2016-Summer 2021 Program Evaluation.](https://www.depts.ttu.edu/education/graduate/psychology-and-leadership/counselor_education/documents/EPCE-PROGRAM-EVALUATION-2016-2021.docx?v=2)

1. The Counselor Education Program added a course in Psychopharmacology.
* The course in Psychopharmacology was added in Spring 2021 to address changes in the [Texas LPC Board requirements](https://www.bhec.texas.gov/wp-content/uploads/2021/06/LPC-June-2021.pdf) and to address the lower rates in Psychopharmacology on the [Fall 2016-Summer 2021 Program Evaluation](https://www.depts.ttu.edu/education/graduate/psychology-and-leadership/counselor_education/documents/EPCE-PROGRAM-EVALUATION-2016-2021.docx?v=2)
1. The Counselor Education Program added a second course in counselor ethics titled Seminar in Counseling: Ethics II.
* The additional course was created and added in Spring 2021 based on additional requirements by the [Texas LPC Board](https://www.bhec.texas.gov/wp-content/uploads/2021/06/LPC-June-2021.pdf).
1. EPCE 5366 Dysfunctional Behavior – Adult and EPCE 5365 Dysfunctional Behavior – Child courses were combined into EPCE 5366 Dysfunctional Behavior
* In Spring 2021, the Dysfunctional Behavior courses were combined to allow students the opportunity to take the additional Psychopharmacology course required by the LPC Board.
1. EPCE 5372 Addictions: Overview for Counselors and EPCE 5373 Advanced Addictions Counseling were combined into EPCE 5372 Addictions: An Overview
* In Spring 2021, the Addictions courses were combined to allow students the opportunity to take the additional Seminar in Counseling: Ethics II course required by the LPC Board.
1. Increased focus on Sexuality, Gender Identity, Sexual Orientation and LGBTQ+ concerns are infused in courses throughout the program including EPCE 5370 Ethical and Legal Issues in Counseling, EPCE 5354 Group Counseling, EPCE 5355 Introduction to Career Counseling, and EPCE 6354 Advanced Group Counseling.
* This focus was added in Spring 2022 based on the [Fall 2016-Summer 2021 Program Evaluation](https://www.depts.ttu.edu/education/graduate/psychology-and-leadership/counselor_education/documents/EPCE-PROGRAM-EVALUATION-2016-2021.docx?v=2) which indicated that students rated themselves lower on the areas of gender identity and sexual orientation.
1. The Counselor Education Program requires students to attend writing workshops and bootcamps hosted by the Graduate Writing Center
* The requirement to attend writing assistance programs began in Fall 2021 and was established based on feedback from the [Fall 2016-Summer 2021 Program Evaluation](https://www.depts.ttu.edu/education/graduate/psychology-and-leadership/counselor_education/documents/EPCE-PROGRAM-EVALUATION-2016-2021.docx?v=2)
1. EPCE 5366 Dysfunctional Behavior was previously split into two courses EPCE 5366 Dysfunctional Behavior – Adult and EPCE 5365 Dysfunctional Behavior – Child. The course is now one course Dysfunctional Behavior Across the Lifespan
	* The change occurred in Fall 2016 in order to provide more classes to students to allow the Clinical Mental Health Program to move from a 48 hour program to a 60 hour program.
2. EPCE 5372 Addictions: An Overview was split into two courses EPCE 5372 Addictions: Overview for Counselors and EPCE 5373 Advanced Addictions Counseling
	* The change occurred in Fall 2015 in order to provide more classes to students to allow the Clinical Mental Health Program to move from a 48 hour program to a 60 hour program.
3. EPCE 5358 – Introduction to School Counseling, was significantly revised to include the most recent edition of the Texas Counseling Model 5th edition, and new curricular requirements for school counselor certification in Texas Educator Preparation Programs
	* This changed occurred in Fall 2019 following the latest Texas Counseling Model 5th edition being published and requirements for school counselor certification in Texas Education Preparation Program changes
4. EPCE Scholastic Writing I was added
	* This course was added in Fall 2018 at the beginning of the PhD program because students were experiencing difficulty with basic writing skills. This difficulty was observed by faculty when students submitted papers for class assignments. It was especially noted by faculty as students wrote their quals, dissertation proposals, and dissertations. To address this issue, Scholastic Writing I was added as a course during their first semester of enrollment
5. EPCE Supervision was changed
	* This course was changed in Summer 2019 to follow internship II because the faculty wanted to be sure that the student counseling skills exhibits in internships I and II were strong enough for them to understand the supervision process. The reason the supervision course was changed to be the last course was because the faculty wanted to be sure that the students’ counseling skills was at the level needed for supervision. This change resulted from various sources, including, but not limited to faculty (especially internship professors), site supervisors, and information from counseling rubric.