

**Counselor Education Academic Orientation  
Fall 2021 PhD Cohort  
Thursday, June 3, 2021  
6:00-8:00 pm, ZOOM**

**Agenda**

**Welcome 2021 PhD Cohort**

**Introduction**

- Students
- Faculty

**Overview of the PhD Program**

- *PhD Admitted Student Handbook 2020-2021*

**Overview of Courses**

- Trademark Outcomes
- Phases
- Rubrics
- Dispositions

**Overview of Class Requirement**

- *Handbook, pages 24-25*

**Distance Counseling**

**EPCE Course Rotation**

- Qualifying Examination
- EPCE 8000 (following passing qualifying exam)
- Practicum/Internship Placement

**Registration**

**Student Agreement**

**Degree Worksheet (Handbook, pages 57-58)**

**Other Information**

- **Parking** (<https://www.depts.ttu.edu/parking/InformationFor/StudentParking.php>)
- **Campus Map** (<https://www.depts.ttu.edu/parking/PDFsandDocuments/CampusParkingMap.pdf>)
- **Helpful Telephone Numbers** (see Fall 2020 Newsletter, page 7)

**Vita (Template)**

**Comments**

# PhD Student Agreement

## I understand as follows:

- Admission is dependent on my receiving/having my Master's Degree by August 2021.
- Courses at the doctoral (PhD) level cannot be taken as independent study courses. This includes **all courses listed on the Course Requirements**, including Foundations, Research and Program Evaluation, Counseling Core, and Minor as listed on the PhD handout and on pages 24-25 of the *Admitted Student Handbook for PhD Graduate Study in Counselor Education 2021-2022*.
- Transfer credits will not be accepted for any of the Counselor Education Core courses (EPCE, 27 hours).
- Transfer credit (maximum of 30 semester hours) from a CACREP approved program may be considered in the Foundations, Research and Program Evaluation, and/or Minor/Specialization areas.
- There is a progression/sequence of classes in the program. This sequence of classes must be followed each semester, including summer semesters.
- Doctoral students must be available to take a minimum of two (2) PhD EPCE classes each semester (including summer) beginning in Fall 2021.
- Failure to take the two EPCE classes each semester means that courses missed will not be offered for approximately two years, and you cannot take these missed courses by independent study or by transfer. This will result in a delay of graduation.
- Doctoral students must maintain a 3.0 GPA/semester.
- Any course in which you receive a grade of C or lower must be repeated by taking that course again and earning a grade of A or B. You may not take an Independent Study nor transfer in a course from another school to meet this requirement.
- Be aware that receiving an F/no pass in a clinical course will result in the faculty recommending to the Graduate School that the student be expelled permanently from the program.
- Dr. Bradley is the Director of the Doctoral Program, and she is responsible for approving all Degree Plans (Plans of Study). She is assigned as your Doctoral Advisor until you complete your Qualifying Examination at which time you will select a Doctoral Advisory Committee.
- Dr. Tommerdahl is the Clinical Director. When you enroll in practicum and internship courses, you may need to speak with Dr. Tommerdahl regarding approved practicum/internship sites.
- The faculty establishes dates for the Qualifying Examination (Fall and Spring Semesters). You must complete all degree coursework (includes research, electives, EPCE courses and all other courses listed on your degree plan) before taking the qualifying examination.
- I realize as per TTU Graduate School policy, I cannot enroll in EPCE 8000 until I pass my Qualifying Examination and be admitted to candidacy with the exception of enrolling in one hour of EPCE 8000 in the semester I take my Qualifying Examination. I further understand that if I fail to pass my Qualifying Examination, the course will be changed to EPCE 7000.
- I understand that information regarding the dissertation proposal and the dissertation can be found in the *Admitted Student Handbook for PhD Graduate Study in Counselor Education 2021-2022*, and I acknowledge that it is my responsibility to read the information and follow the instructions regarding the dissertation process including the part that it is clear that students do not request to rush the proposal and dissertation process. It typically takes 3.5 to 5 years to complete the PhD process.

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(Date)

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(Print Name)

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(Signature)

## CURRICULUM VITA

NAME, PH.D.

**Business Address:** Department of Something  
Address  
City, State Zip  
Phone: Email:

**Home Address:** Address  
City, State Zip  
Phone: Email:

**Education:** Ph.D., Counselor Education  
Something (minor)  
Texas Tech University  
Lubbock, Texas  
Dissertation Title

M.Ed., M.A., M.S., Counseling  
Something (minor)  
Another School University  
Somewhere, Else 79424

B.S., Psychology  
University of Anywhere  
Anywhere, Somewhere 79424

### EXPERIENCE:

List all relevant experience starting with the most recent experience.

### HONORARY MEMBERSHIPS/AWARDS/HONORS:

### PUBLICATIONS:

### PRESENTATIONS:

**LICENSURE/CERTIFICATIONS:**

**PROFESSIONAL MEMBERSHIPS/AFFILIATIONS:**

**COMMITTEE MEMBERSHIPS:**

**OTHER PROFESSIONAL EXPERIENCES:**

**Teaching:**

**Research:**

**Funded Grants/Proposals:**

**Service:**

**National**

**State**

**College/University**

**Administration:**

**Consultation:**

**REFERENCES (Will be provided upon request)**

10/27/2017

## Dispositions

Dispositions have been defined by Spurgeon, et al. (2012) as the core values, attitudes, behaviors, and beliefs needed to become a competent counselor. Essentially, these authors are positing that it takes more than knowledge and skills to become an effective counselor. The Counselor Education faculty agree with the importance of dispositions. Accordingly, the faculty endorse and promote the dispositions listed below. Please note the list is exemplary not comprehensive. Further, in instances where students do not practice and subscribe to the dispositions, the faculty may recommend to the Texas Tech University Graduate School that the student be dismissed from the Counselor Education program.

Examples of Dispositions include:

- Respect for human dignity, human rights, and social justice;
- Adherence to Multicultural Acceptance and Advocacy practice;
- Display of emotional stability inside/outside of Texas Tech University;
- Display of good professional behaviors inside/outside of Texas Tech University (e.g., in the classroom, at conferences);
- Display of strong personal characteristics including but not limited to commitment, dependability, flexibility, honesty, integrity, openness to self and others, respect, tolerance for ambiguity, trustworthiness, and the ability to shift from sympathy to empathy;
- Practices good boundaries with others (e.g., at TTU, at meetings, at professional conferences);
- Exhibits a strong understanding about and implementation of ethical codes, ethical practices, and ethical decision-making;
- Understands legal issues and laws;
- Exhibits self-awareness;
- Exhibits critical thinking skills;
- Exhibits academic honesty.

**NOTE:** Any documented use of illegal drugs, excessive drinking to the point of danger to self and others, or any violation of the Texas Tech Student Code of Conduct will result in disciplinary action which may include recommendation to the Texas Tech Graduate School for dismissal from the program.

Students must understand that dispositions are an integral part of the student's training in both the MED and PhD programs. The Counselor Education faculty will endorse, enforce, and sanction the dispositions.

Source: Spurgeon, S. L., Gibbons, M. M., & Cochran, J. (2012). Creating personal dispositions for the counseling program. *Counseling and Values*, 57, 96-107.

**Texas Tech University  
Counselor Education  
Rubric to Rate Dispositions**

**Student:**

**Class:**

**Date:**

**Instructor:**

<b>Subskill</b>	<b>Unacceptable 1</b>	<b>Poor 2</b>	<b>Fair/Adequate 3</b>	<b>Good 4</b>	<b>Excellent 5</b>	<b>Score</b>
<b>Attendance and Punctuality</b>	Often misses class and is usually late	Occasionally misses class and/or is often late to class	Attends almost all classes and/or is sometimes late to class	Rarely misses class and is rarely late to class	Never misses class and is never late to class	
<b>Preparedness</b>	Usually ill- prepared for class, (e.g., failure to read text)	Often is ill- prepared for class, (e.g., failure to read text)	Usually comes to class prepared	Almost always comes to class well prepared	Always comes to class very well prepared	
<b>Engagement</b>	Rarely contributes to class discussions	Often fails to contribute to class discussions	Usually contributes to class discussions	Almost always makes valuable contributions to class discussions	Always makes very valuable contributions to class discussions	
<b>Attentiveness</b>	Usually distracted by emails, texts, Facebook, calls, etc.	Often distracted by emails, texts, Facebook, calls, etc.	Usually focused and free of distractions from emails, texts, Facebook, calls, etc.	Almost always focused and free of distractions from emails, texts, emails, texts, Facebook, calls, etc.	Always focused and free of distractions from emails, texts, Facebook, calls, etc.	
<b>Respectful</b>	Usually ignores or disrupts speaker	Often ignores or disrupts speaker	Usually listens to speaker	Almost always listens responsively to speaker	Always listens very responsively to speaker	
<b>Teamwork</b>	Usually avoids or manipulates to find ways to escape working on the team	Often avoids or manipulates to find ways to escape accepting duties on the team	Usually accepts duties and responsibilities and participates in the team effort	Almost always assumes responsibility and displays initiative in completing team tasks.	Always assumes a leadership role on a team by not only contributing to the team's mutual tasks but also by exceeding assigned responsibilities	
<b>Non-defensiveness</b>	Usually responds to feedback defensively	Often responds to feedback somewhat defensively	Usually responds to feedback non-defensively	Almost always responds to feedback productively	Always utilizes feedback in productive and positive ways	

<b>Morale</b>	Usually creates negative morale by being negative and recalcitrant	Often creates negative moral by being negative and recalcitrant	Usually achieves a balance of being cooperative while being proactive and having the courage of one's convictions	Almost always achieves a balance of being cooperative while expressing proactivity in ways that enhance the class	Always conveys cooperation while also asserting proactive leadership that enhances the class
<b>Decorum/ Presentation/ Presence/Attire</b>	Usually inappropriate for class context	Often inappropriate for class context	Usually appropriate for class context	Almost always appropriate for class context	Always appropriate for class context
<b>Professional Behaviors</b>	Usually demonstrates inappropriate behaviors in and outside of TTU (e.g., excessive drinking to the point of danger to self or others; swearing)	Often demonstrates inappropriate behaviors in and outside of TTU (e.g., excessive drinking to the point of danger to self or others; swearing)	Usually demonstrates appropriate behaviors in and outside of TTU	Almost always demonstrates appropriate behaviors in and outside of TTU	Always demonstrates appropriate behaviors in and outside of TTU
<b>Boundary Issues</b>	Usually both ignores and crosses boundaries	Often both ignores and crosses boundaries	Usually has appropriate boundaries	Almost always has appropriate boundaries	Always has appropriate boundaries
<b>Professional Identity as a Counselor</b>	Usually does not identify as a professional counselor, does not attend counseling conferences, is not a member of ACA, its divisions, or branches	Often does not identify as a professional counselor, does not attend counseling conferences, is a member of ACA, its divisions, or branches	Usually identifies as a professional counselor, attends some counseling conferences, and is a member of ACA, its divisions, or branches	Almost always identifies as a professional counselor, attends and presents at counseling conferences, and is a member of ACA and its divisions, and branches	Always identifies as a professional counselor, attends and presents at counseling conferences, and is a member of ACA, its divisions, and branches
<b>Mean Rating Total</b>					

**Comments:**