

Counselor Education

**Prospective Student Handbook  
for the  
PhD Program in**

**Counselor Education**

**2020-2021**

**College of Education**

**Texas Tech University**

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08-2016

# Program Overview

The purpose of this *Handbook* is to provide specific information that will assist students as they consider applying to the PhD program in Counselor Education. Specific descriptions of courses are in the *Texas Tech University Graduate Catalog* which may be located online. Information about Texas Tech University can be found on-line at [www.ttu.edu](http://www.ttu.edu). Information about the College of Education can be found at [www.educ.ttu.edu](http://www.educ.ttu.edu). Additional information is in the *Student Handbook for Graduate Study in Counseling*, which students receive when they are admitted to the program.

The overall goal of the PhD program in Counselor Education is to help the student gain the specific knowledge and experience necessary to become effective counselor educators, counselor supervisors, counselor researchers, counselor practitioners, and/or leaders in counseling-related educational settings.

The Counselor Education program faculty members have defined their mission as training counselors, not psychologists. While the professions of counseling and psychology are akin, there are distinct differences. Thus prospective applicants desiring a degree in psychology and/or licensure as a psychologist are encouraged to apply to a psychology training program.

The Counselor Education faculty identified the following trademark skill for the PhD program.

For PhD, the trademark skill is:

* *Implementation of Advocacy and Social Justice Leadership activities that impact the needs of institutions of higher education, communities, schools (P-12), and the counseling profession.*

The College of Education is accredited by the National Council for Teacher Accreditation (NCATE) and by the Southern Association of Colleges and Schools (SACS). The Counselor Education Program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

# Graduate Faculty

|  |  |
| --- | --- |
|  | **Research Interests** |
| Loretta J. Bradley, PhD Coordinator  Paul Whitfield Horn Professor  [loretta.bradley@ttu.edu](mailto:Loretta.bradley@ttu.edu)  806-834-1031 | Counselor Supervision; career counseling; ethics; grief and loss; pluralism/multicultural counseling; counseling women across the life span; adolescent development; adult development |
| Charles Crews, PhD  Associate Professor  [charles.crews@ttu.edu](mailto:charles.crews@ttu.edu)  806-834-4149  C. Bret Hendricks, EdD  Professor  Associate Dean, Academic Affairs  [bret.hendricks@ttu.edu](mailto:Bret.hendricks@ttu.edu)  806-834-1744  Ian Lertora, PhD  Assistant Professor  [ian.lertora@ttu.edu](mailto:ian.lertora@ttu.edu)  806-834-8049 | Professional School Counseling; legal and ethical issues; child and adolescent issues; gun violence; addictions; psychopathology, juvenile criminal justice; death and dying; crisis counseling  Couple and family counseling; wellness; and counseling ethics  International student transition experiences; transition support for first generation, low income, and/or disabled students; play therapy; marriage and family |
| aretha marbley, PhD  Professor  [aretha.marbley@ttu.edu](mailto:Aretha.marbley@ttu.edu)  806-834-5541 | Critical global multicultural-social justice advocacy activism in mental health: human/social, cultural rights, marginality, intersectionality of identities, counter-stories of silenced voices, womanist and feminist voice, cultural competency |
| Nicole Noble, PhD  Assistant Professor  [nicole.noble@ttu.edu](mailto:nicole.noble@ttu.edu)  806-834-7629 | Counseling unique populations, ethical concerns in counseling, counseling twins, twins’ development |

# Admission and Advisement Procedures

**Admission Procedures**

1. Apply through the TTU Office of Graduate Admissions for “General Admission” to the Graduate School or you may apply online at [www.depts.ttu.edu/gradschool](http://www.depts.ttu.edu/gradschool). Read the *Graduate Catalog* for admission requirements for the university. A master’s degree from Texas Tech University or any other university does not guarantee admission to the PhD program.
2. Complete the Graduate Record Examination (GRE) if necessary (GRE scores should not be more than five years old). Applications may be obtained from the Testing and Evaluation Center in West Hall on the campus or other authorized testing centers.
3. The Graduate School has two admission categories that are briefly described in this *Handbook*. Official descriptions are in the current graduate catalog. The graduate admissions categories are: (1) Full admission to the PhD program in Counselor Education (EPCE), and (2) Graduate Temporary (GTMP) admission. However, students cannot take PhD level Counselor Education (EPCE) classes until fully admitted by the EPCE faculty.
4. The College of Education (COE) has established a holistic approach to the admission process. This means that in addition to the GRE and GPA, the faculty review other factors such as (but not limited to) volunteer/paid work experiences, letters of recommendation from professional references, and the applicant’s statement.

The standards for admission to the Counselor Education program extend beyond those for admission to the Graduate School. Thus, admission to the Graduate School does not automatically constitute admission to the Counselor Education program. Acceptance by both the Graduate School and the EPCE program faculty are required for full admission to the program. The admission application requires the following items: transcripts from all colleges/universities attend, resume/vita, applicant statement, three recommendations (professional), GPA for both undergraduate and graduate studies, and the GRE. The applicant for the PhD program must have a Master’s Degree in counseling or a related area.

The Counselor Education program reviews applications using a holistic approach. Thus, more than one factor is considered in the review process. The three letters of recommendation required for the application must be completed by professionals (cannot be friends) and should indicate the applicant’s potential for a career in counseling. The applicant’s statement should be specific in terms of desire/interest/experience for becoming a counselor. Likewise, the resume should be specific and include such information as education, experience, etc. Typically, successful applicants have an undergraduate GPA of at least 3.0 (4.0 point scale) and a master’s GPA of at least 3.5 (4.0 point scale). GRE scores for successful applicants are typically 154 or above on the verbal scale, 145 or above on the quantitative scale, and 3.5 or above in writing. Additionally, GRE scores may not be more than five (5) years old at the time of submission. Failure to submit the GRE scores will result in the admission file not being reviewed. Please review the *Criteria for Consideration in Selecting Doctoral Level Students*. Further, it is recommended that applicants have at least one year (preferably 2-3 years) of paid, work experience in the counseling profession.

Please note that requirements for admission to the Counselor Education program include an earned master’s degree in counseling or a closely related field. Applicants must have completed a clinical internship in their field (i.e., an internship in which the applicant worked directly with clients in a clinical setting). Applicants should have two years’ experience in their field prior to application.

**Cohort Admission: Doctoral students are admitted into a cohort of a minimum of 12-15 students. If the program faculty members do not receive applications from a minimum of 12-15 students eligible for admission into the PhD Program, then students will not be admitted that semester. That is, students are admitted as a minimum of 12-15 students, not by individual admission. Cohorts are only admitted in the Fall semester.**

***Notification of acceptance***. The official letter of acceptance or rejection will be sent by the Office of Graduate Admissions within two months of the receipt of the student’s completed application. Please call the Office of Graduate Admissions at (806) 834-2751 if you have not received a letter or a telephone call within two months.

***Appeal process***. Applicants who are not accepted into the PhD program in Counselor Education may appeal the decision of the Counselor Education Program faculty. The first level of appeal is to reapply to the program. If an applicant is still rejected by the Counselor Education program faculty, the next level of appeal is the College of Education Graduate Studies Committee. In making an appeal to the Graduate Studies Committee, the applicant must address the Counselor Education program faculty’s reason(s) for rejection. If the applicant’s appeal is denied by the College of Education Graduate Studies Committee, there is no further recourse for admission.

**Retention Policy**

Students who fail to demonstrate basic knowledge, communication, interpersonal, and/or counseling skills will be asked to seek remediation. Students who fail to grasp and to demonstrate consistently basic communication and interpersonal skills will not be accepted for Advanced Practicum/Internship Placement.

In addition, those students who demonstrate personal limitations that might impede future performance, consciously violate ethical standards, and/or are ineffective and harmful to clients, will be asked to leave the program. Any faculty member may bring such concerns to the Program Chair and/or program faculty. The faculty member bringing such a report will first consult with the student.

Students dismissed from the program may file an appeal. Appeal procedures are described in the *Student Handbook*.

## Advisement Procedures

Following admission to the Counseling Program, the Director of the PhD Program is assigned as advisor. After all coursework has been completed and a Dissertation Doctoral Advisory Committee selected, the chair of the Doctoral Advisory Committee will serve as advisor.

**Degree Plan and Preliminary Examination**

As soon as possible after admission to a degree program, but no later than during the second semester of course work, the student should contact the Director of the PhD Program to develop a "Program of Study for the PhD Degree." During an individual or group conference, the advisor will assist the student with selection of courses related to the program option chosen. After the student's departmental degree plan is approved by the Graduate School, the student is expected to follow it as the basis of all subsequent course enrollments. Additional details about the preliminary examination are available in the *Student Handbook.*

***Transfer credit***. Course work completed in the PhD or Master’s program of another CACREP recognized graduate school will be considered for transfer credit on the recommendation of the Director of the PhD Program. Doctoral students may transfer in a maximum of 30 semester hours. Courses considered for transfer credit from another college/university must have an equivalent course at Texas Tech University. Additionally, no course may be transferred in that has a grade lower than a B. No course on the degree plan may be over six (6) years old. Copies of transcripts and the syllabi from courses that applicants wish to have considered for transfer credit will be required by faculty for evaluation.

In no instance can transfer credit reduce the minimum residence requirements. Information concerning residence requirements is available in the current *TTU Graduate Catalog*. Please note that no transfer credit will be accepted for any courses in the 27-hour Counselor Education core. Further, please note that a course taken by independent study cannot be transferred to TTU. Additionally, an independent study course cannot be taken at TTU to meet PhD requirements for any required class (this means that independent study will not be allowed for any course in the required 93 hours for the PhD – including the areas of foundations, research, statistics, counseling core, and specialization/minor).

***Leveling coursework***. In some instances, students applying to the PhD program with a Master’s degree from an institution other than TTU and with a major outside Counselor Education may be required to complete coursework beyond the minimum courses required for the PhD degree. Leveling coursework is especially required for those students who have not completed a counseling-oriented clinical program (i.e., one that requires courses in practicum and internship with training, counseling theories, and techniques). Please note that notification of leveling requirements and completion of those requirements does not guarantee acceptance into the doctoral program.

**Enrollment**

Students who have been granted admission are required to register for the EPCE courses offered in the term for which admission is granted. Any student who fails to register during the term for which they were admitted will be required to reapply for admission to the Counselor Education Program. Reapplications are not guaranteed admissions.

# Program of Studies

The PhD program in Counselor Education is designed to prepare students for professional positions as faculty members, administrators, private practitioners, agency counselors, school counselors, researchers, supervisors, and consultants at the highest degree of expertise. The program utilizes study of advanced theory, research, and practice, as well as intensive supervision, to develop knowledge and skills. The degree includes a minimum of **93 semester hours of which a minimum of 63 hours is required beyond the Master’s Degree**, including 12 hours of dissertation credit (EPCE 8000). A Master’s Degree (48 or 60 hours) in counseling (or its equivalent) is required for admission to the program. In some cases leveling coursework may be required if a student has graduated from a program that is not CACREP accredited.

**The faculty recommends that applicants to the PhD Program have one to two years paid work and/or volunteer experience in counseling following the awarding of their Master’s Degree.**

***Residency***. PhD students must complete a residency requirement as described in the *Texas Tech University Undergraduate and Graduate Catalog*. The coursework, reading, reflection, research, and interaction with peers and faculty are intended to provide continuity in the pursuit of scholarship and development as a professional.

**Course Requirements: PhD**

**Foundations**  9 hours

EPCE 6350 Introduction to Scholastic Writing

EPSY 5380 Introduction to Statistics

EPSY 5385 Foundations of Educational Research

**Research and Program Evaluation** 15 hours

EPSY 5360 Practical Educational Program Evaluation

EPSY 5381\* Intermediate Educational Statistics

EPSY 5382\* Qualitative Research in Education

EPSY 5383 Data Analysis with Statistical Software

EPSY 6301 Structural Equation Modeling

EPSY 6302 Survey Research in Education

EPSY 6303 Educational Measurement

EPSY 6304 Qualitative Research Methods

EPSY 6305 Qualitative Data Analysis in Education

EPSY 6306 Longitudinal Data Analysis

EPSY 6307 Case Study Research in Education

EPSY 6349\* Seminar: Mixed Methods Research

EPSY 6385 Causal Inference in Research

***\*NOTE***: As part of the the 15 hour requirement in the Research and Program Evaluation area, students are required to take EPSY 5381, 5382, and 6349; two more research courses must be selected.

**Counselor Education Core** 27 hours

EPCE 6335 Advanced Counseling Theory and Techniques

EPCE 6336 Advanced Consultation, Diversity, Social Justice, and Advocacy

EPCE 6337 Advanced Ethics & Legal Issues in Counseling

EPCE 6360 Advanced Practicum in Counseling (3 hours required)

EPCE 6354 Advanced Group Counseling

EPCE 6355 Scholastic Writing and Teaching

EPCE 6366 Advanced Practicum in Counselor Education and Supervision

EPCE 6094 Doctoral Internship Counseling (6 hours required)

**Minor Area** 15 hours

Students may develop a specialty area of expertise such as but not limited to: addictions, assessment and program evaluation, child counseling, diversity, geriatric counseling, group and organizational behavior, human growth and development, marriage and family counseling, risk-taking behavior, supervision and administration, or career counseling. Students are encouraged to select minor area courses outside the College of Education. Minor areas must exist as a major/minor within the University. Other specialty areas may be approved by the student’s PhD Advisory Committee. The minor area must be between 15 and 18 hours.

**Qualifying Examination**   
 EPCE 7000 1 hour

**Dissertation**

EPCE 8000 12 hours  
 required

**Total Hours**

Minimum Hours: 94

Maximum Hours: 99

Please Note: Students may be able to transfer up to 30 semester hours from a CACREP approved program. Students may not transfer credit from non-CACREP approved programs. Students may not transfer credit for the Counselor Education Core; all 27 hours of the core must be taken at TTU. Students may not take independent study classes to satisfy any PhD course requirements listed above (includes the minor area).

**PhD in Counselor Education**

**Course Rotation for EPCE Courses**

|  |  |  |  |
| --- | --- | --- | --- |
| **Fall (Year 1)** | **Spring (Year 1)** | **Summer I (Year 1)** | **Summer II (Year 1)** |
| EPCE 6335, Advanced Theory and Techniques  EPCE 6337, Advanced Ethics and Legal Issues in Counseling  EPCE 6350, Doctoral Seminar in Counseling: Introduction to Scholastic Writing | EPCE 6354, Advanced Theory and Practice of Group Leadership  EPCE 6336, Advanced Consultation, Diversity, Social Justice, and Advocacy  EPSY 5385, Foundations of Educational Research | EPCE 6360, Advanced Practicum in Counseling  EPSY 5380, Introduction to Statistics  {Specialization/Research course} |  |
| **Fall (Year 2)** | **Spring (Year 2)** | **Summer I (Year 2)** | **Summer II (Year 2)** |
| EPCE 6094, Doctoral Internship in Counseling I  EPSY 5381, Intermediate Educational Statistics  {Specialization/Research course} | EPCE 6094, Doctoral Internship in Counseling II  EPSY 5382, Qualitative Research in Education  EPSY 5349, Seminar: Mixed Methods Research | EPCE 6366, Advanced Supervision in Counselor Education  EPCE 6355, Scholastic Writing and Teaching |  |
| **Fall (Year 3)** |  |  |  |
| EPCE 7000, Research  Qualifying Examination |  |  |  |

Counseling Core: 27 hours (9 courses)  
Research Core: 15 hours (5 courses: EPSY 5381, 5382, 5349, and two additional research courses)  
Foundations: 9 hours (3 courses: EPCE 6350 (Scholastic Writing), EPSY 5380 and 5385)  
Specialization: 15-21 hours (5-7 courses)  
Counseling Issues: 9-15 hours (3-5 courses)  
Qualifying Exam: 1 hour (EPCE 7000)  
Dissertation: 12 hours

TOTAL: 94 hours

# Additional Information

**Practicum and Internship (Clinical Sequence)**

The clinical sequence at the PhD level provides for the development of advanced skills in clinical practice, counselor supervision, research in counseling, and counselor education.

***Prerequisites***. Students must successfully complete the equivalent of EPCE 5360 (Practicum) and EPCE 5094 (Internship) prior to enrolling in EPCE 6360, Advanced Practicum or EPCE 6094, Internship in Counselor Education.

**Please note that practicum and internship sites (for students based at the main TTU campus) direct and indirect hours must be in Lubbock or the Lubbock area (located in an area no more than 60 miles from Lubbock). Sites in Lubbock and the Lubbock area must be reviewed individually and must be approved by the Clinical Director at least one semester prior to enrollment in the practicum or internship.**

**Practicum and internship sites (for students not based at the Lubbock campus) will be discussed and evaluated individually with each student.**

All students are required to produce proof of professional liability insurance for the duration of Practicum and Internship. Professional liability insurance may be obtained from a professional counseling association including the American Counseling Association, 1-800-347-6647, ext. 284.

**Qualifying Examination**

All Counselor Education PhD students must pass a qualifying examination prior to receiving their degree. According to the *Graduate Catalog*, students may sit for the examination after receiving approval of their degree plan from the Graduate School, completing all language and/or tool (i.e., research) requirements listed, and completing most of the coursework prescribed by their degree plan. The Qualifying Examination must be taken within one calendar year of completing all coursework, with the exception of dissertation hours. Students should contact their advisor at least 4-6 weeks prior to taking the exam. **Please note that all qualifying examinations must be taken at the Lubbock campus of Texas Tech University.** The qualifying examination may not be taken at another university or in another city. After passing the qualifying examination, students are admitted to candidacy for the PhD and have four years to complete the dissertation.

For a full description of the PhD Qualifying Examination, please see the *PhD Student Handbook*.

**Dissertation Proposal, Dissertation, and Defense**

The dissertation proposal is a formal proposal of the proposed dissertation. The dissertation proposal (scheduled for two hours) is presented to the Doctoral Advisory Committee. Following approval by the advisory committee and the Human Research Protection Program (HRPP), the student may begin research and data collection. The dissertation is a work of original research or scholarship. It must be defended in an oral defense administered and evaluated by the major professor and Doctoral Advisory Committee. **The dissertation proposal and the dissertation must be defended at the Lubbock campus of Texas Tech University**. Neither the dissertation proposal nor the dissertation may be defended at another university or in another city.

**Statement of Intention to Graduate and Graduation Fees**

All PhD degree students must file a Statement of Intention to graduate and pay graduation fees. Since specific deadlines exist for filing forms and paying fees, students should contact the Texas Tech University Graduate School at (806)742-2781 for additional information.

**Licensure**

PhD students may be eligible for licensure as a counselor in the state of Texas. Students seeking to become a Licensed Professional Counselor (LPC) must submit a completed application packet to The Texas State Board of Examiners of Professional Counselors (1100 West 49th Street, Austin, TX 78756-3183, phone 512-834-6658). The Board makes all decisions regarding licensure eligibility. Only designated staff members of the LPC Board are authorized to do official transcript evaluation; please contact them at the address listed above.

The LPC Board requires 3000 clock hours, completed in 18 months – five years, of supervised counseling experience (acceptable to the Board) after completion of the master's degree. This is referred to as “internship” and is not to be confused with our internship course (EPCE 5094 or 6094). Prior to beginning this post-program experience, the student must obtain a TEMPORARY LICENSE from the LPC Board. Consult with the LPC Board staff regarding gaining the temporary license, which must be obtained after graduation (Master’s degree) and before beginning the 3000-hour experience requirement. Please note that it may take four (4) weeks for the board to process paperwork for a temporary license. The LPC-Intern must have the temporary license before he/she can begin the 3000-hour experience. In addition, students must pass the LPC Board's licensure examinations to be licensed. Information is available from the Texas LPC Board.

**Impairment**

According to the *ACA Code of Eth*ics (2014), counselors and counselors-in-training do not offer counseling services to clients when their physical, mental, or emotional problems may harm a client or others (see Sections C.2.g and F.5.b). It is the responsibility of the counselor or counselor-in-training to be aware of signs of impairment, seek assistance for their problems, and notify program supervisors that they are unable to provide acceptable services to clients. Counselors and counselors-in-training should seek appropriate professional services to remediate the problem(s) interfering with their ability to provide services.

It is the policy of the Counselor Education program that if a student has a physical, mental or emotional problem that could potentially harm clients or others, that student will be prohibited from seeing clients until the student has completed a remediation plan. For example, it is the policy of the Counselor Education program that if a student has a documented relapse or a self-reported relapse, she/he will not see clients until a remediation plan is completed and the student can provide verified documentation of at least one year of “clean” time. While the student is in treatment, the student must give permission for his/her therapist to report on the student’s progress at specified times.

**Scholastic Dishonesty**

It is the aim of the faculty of Texas Tech University to foster a spirit of complete honesty and high standard of integrity. The attempt of students to present as their own any work not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offenders liable to serious consequences, possibly suspension.

“Scholastic dishonesty” includes, but it not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor) or the attempt to commit such an act.

Counselor Education students are expected to exhibit ethical conduct at all times.

**Handicapping Conditions/ADA Compliance**

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor’s office hours. Please note instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, you may contact the Student Disability Services office in 335 West Hall or 806-742-2405.

A student must register with Student Disability Services and file appropriate documentation in order to be eligible for any disability benefits and services described in this operating policy. The university-approved mechanism for establishing reasonable accommodation is written notification in the form of a *Letter of Accommodation* from Student Disability Services. The *Letter of Accommodation* indicates to faculty that the student has given proof of her/his disability and that the accommodation noted is considered appropriate and reasonable. No further proof of disability should be required of the student. Students presenting other kinds of verification should be referred to Student Disability Services for the appropriate identification. No requirement exists that accommodation be made prior to completion of the approved university process.

Faculty members are not permitted to provide accommodations for a student’s disability needs unless the student provides a *Letter of Accommodation* from Student Disability Services. Ideally, *Letters of Accommodation* should be presented to instructors at the beginning of the semester; however, *Letters of Accommodation* may be submitted at any point during a semester. If a *Letter of Accommodation* is presented after a semester begins, the accommodation applies only from the date presented to and signed by the faculty member until the completion of the semester. One week is considered a reasonable amount of time to allow the faculty member to implement the accommodation.

**Violence and Sexual Harassment**

The university is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state law, the university prohibits discrimination based on sex and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence, sexual violence, and any other misconduct based on sex. Any acts that fall within the scope of this policy hereinafter are referred to as Sexual Misconduct.

While sexual orientation and gender identity are not explicitly protected categories under state or federal law, it is the university’s policy not to discriminate in employment, admission, or use of programs, activities, facilities, or services on this basis. Discriminatory behavior is prohibited regardless of the manner in which it is exhibited, whether verbally, in writing, by actions, or electronically displayed or conveyed.

This policy applies to all university students and employees, visitors, applicants for admission to or employment with the university, as well as university affiliates and others conducting business on campus. This policy will apply to on-campus and off-campus conduct of which the university is made aware and which adversely impacts the educational and employment environments of the university. The university will take all reasonable steps to prevent recurrence of any Sexual Misconduct and remedy discriminatory effects on the Reporting Party and others, if appropriate.

The full description of the University’s policy on violence and sexual harassment can be found in OP 40.03.

**Title IX**

Texas Tech University is dedicated to providing a safe and equitable learning environment for all students. Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to The Student Resolution Center: (806) 742-SAFE (7233). The TTU Counseling Center (<http://www.depts.ttu.edu/scc/>) provides confidential support (806-742-3674) and the Voices of Hope Lubbock Rape Crisis Center has a 24-hour hotline: 806-763-RAPE (7273). For more information about support, reporting options, and other resources, go to: <http://www.depts.ttu.edu/sexualviolence/>

**Ethics and Professional Development**

The Counselor Education program faculty endorses and implements the American Counseling Association *Code of Ethics* (2014). Students and supervisees preparing to become counselors are required to adhere to the *ACA Code of Ethics* and have the same obligations to clients as those required of professional counselors.

**Classroom Civility**

Students are encouraged to follow the eight ethical principles supported in the *Strive for Honor* brochure. They are:

* *Mutual Respect* – Each member of the Texas Tech community has the right to be treated with respect and dignity.
* *Cooperation and Communication* – We encourage and provide opportunities for the free and open exchange of ideas both inside and outside the classroom.
* *Creativity and Innovation* – A working and learning environment that encourages active participation.
* *Community Service and Leadership* – Exemplary professional and community service through research, creative works, and service programs that extend beyond the university environment.
* *Pursuit of Excellence* – Texas Tech University is committed to achieving excellence following best practices in its professional work, displaying the highest standards in its scholarly work, and offering venues to showcase national and international examples of achievement.
* *Public Accountability* – We strive to do what is honest and ethical even if no one is watching us or compelling us “to do the right thing”.
* *Diversity* – An environment of mutual respect, appreciation, and tolerance for differing values, beliefs, and backgrounds.
* *Academic Integrity* – Being responsible for your own work ensures that grades are earned honestly.

The Counselor Education program supports the LGBTQIA community. Within the Center for Campus Life, the Office serves the Texas Tech community through facilitation and leadership of programming and advocacy efforts. This work is aimed at strengthening the lesbian, gay, bisexual, transgender, queer, intersex, and asexual (LGBTQIA) community and sustaining an inclusive campus that welcomes people of all sexual orientations, gender identities, and gender expressions. Contact information for the Office of LGBTQIA is Student Union Building Room 201, [www.lgbtqia.ttu.edu](http://www.lgbtqia.ttu.edu), 806-742-5433.

As students in the Counseling programs and future counselors, we would hope that any conflicts or miscommunications between students or between students and faculty will be handled by open and honest communication between the individuals involved. However, if this is not possible, the University has recourse through the Office of Student Conduct as listed below:

Texas Tech University is a community of faculty, students, and staff that enjoys an expectation of cooperation, professionalism, and civility during the conduct of all forms of university business, including the conduct of student-student and student-faculty interactions in and out of the classroom. Further, the classroom is a setting in which an exchange of ideas and creative thinking should be encouraged and where intellectual growth and development are fostered. Students who disrupt this classroom mission by rude, sarcastic, threatening, abusive or obscene language and/or behavior will be subject to appropriate sanctions according to university policy. Likewise, faculty members are expected to maintain the highest standards of professionalism in all interactions with all constituents of the university ([www.depts.ttu.edu/ethics/matadorchallenge/ethicalprinciples.php](http://www.depts.ttu.edu/ethics/matadorchallenge/ethicalprinciples.php)).

Further, to report harassment, threatened aggression (non-emergency) or other behaviors related to deprivation of your rights, please report your concerns to the TTU Office of Student Conduct at the following email address: <http://www.depts.ttu.edu/studentconduct/conductcode.php>. You can file reports to this office anonymously. You can also file reports of this nature with TTU Office of Student Responsibilities by calling 806-742- 2405.

**Affirmative Action**

The Counselor Education Program faculty support and endorse the policies/procedures from the Affirmative Action Office at Texas Tech University. A copy of the policy is available from the Affirmative Action Office in West Hall, Room 242.

**Religious Observations**

Students may be allowed an excused absence due to certain religious holidays/observances. Students should notify the professor at the beginning of the semester and submit appropriate verification at least one week prior to the anticipated absence. Students must be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence. Failure to complete these assignments may result in appropriate responses from the instructor.

# Additional Resources and Suggestions

Other important issues such as registration, financial assistance, ethics, and appeals procedures are outlined in the *Texas Tech University Undergraduate and Graduate Catalog, Counselor Education PhD Student Handbook,* and the office of the *COE Associate Dean for Graduate Studies and Research.*

Although counseling faculty are available to assist the student, the final responsibility for following correct procedures remains with the student. In addition to the *Student Handbook*, students must also follow the procedures outlined in the current *Texas Tech University Undergraduate and Graduate Catalog*.

**Other Suggestions**

* Talk to professionals in the counseling profession to clarify your understanding of the rewards and demands of counseling careers.
* Assess how your personal strengths and weaknesses may impact your ability to be a competent counselor.
* Join professional associations such as TCA, ACA, ACES, AMHCA, ASCA, IAMFC, and WTCA. In addition, attend conferences, network, and read journals published by counseling professional associations. Students can greatly enhance their development by student memberships in these professional associations. Students can access information about these groups at www.counseling.org.
* Join Chi Sigma Iota (CSI), the counseling profession's professional honorary society as soon as you meet eligibility requirements. The Theta Theta Upsilon chapter is active at TTU. Students may join after their first semester of enrollment if they have a 3.5 GPA. For more information about CSI, please visit www.csi-net.org.
* Volunteer for community organizations that provide support for at-risk populations to gain valuable human service experience with diverse populations.

**Application Materials**

**Steps in Application Process**

* After reading this *Handbook* and if you have questions, contact Dr. L.J. Gould ([lj.gould@ttu.edu](mailto:lj.gould@ttu.edu) or 806-834-4224) for advisement regarding the admissions process.
* Submit the Application for Admission to the Graduate School of Texas Tech University (online at [www.depts.ttu.edu/gradschool/](http://www.depts.ttu.edu/gradschool/)).
* After beginning the application to the Graduate School, you will receive an application portal login (via the email on your application). This application portal can be used to submit your application and check on the progress of the application in Liaison.
* Submit required information to Liaison for your application. For the Counselor Education program, this includes:
  + Graduate Records Exam (GRE) scores (Qualitative, Verbal and Writing).
  + Official transcripts of all college work (from TTU and other colleges/universities).
  + Personal Statement
  + Current Resume/Vita
  + Three professional recommendations (online through Liaison)
  + International students must submit the Test of English as a Foreign Language (TOEFL) scores.
* Once all of your information has been received, the faculty will review the application. Applicants strongly considered for admission will be invited for a face-to-face interview with the faculty.
* The recommendation of the program is then sent to the Graduate School.
* If you have any problems in the online application process, please contact the Office of Graduate Education and Research at 806-834-2751.
* IF YOU RECEIVE AN OFFICIAL NOTIFICATION OF ADMISSION from the Graduate School, develop the Program for Master’s Degree (degree plan) with your faculty advisor during your first semester of enrollment. Your advisor will also advise you on course selection and registration.
* IF YOU RECEIVE AN OFFICIAL NOTIFICATION OF REJECTION from the Graduate School and if you want to appeal this decision, contact the Associate Dean of Graduate Education and Research (806) 834-5135 (College of Education Room 110AA ) for advisement regarding the admissions appeals process.

**NOTE: All prospective students must submit all application materials before their application for admittance to the Counselor Education Program will be considered.**

**Admissions Criteria**

The admission process is holistic and considers no one element above another. However, the criteria listed below may be helpful.

1. ***Academic aptitude for doctoral level study*.** Indicators:
   1. High grade point average in bachelor’s degree work (typically 3.0 on 4.0 scale).
   2. High grade point average in master’s degree graduate work (typically 3.5 on 4.0 scale).
   3. High GRE scores (typically verbal – 154 or above; quantitative – 145 or above; and writing – 3.5 or above.
   4. Successful completion of/or progress in graduate courses in counselor education or related courses.
2. ***Interest in assuming an identity as a professional counselor*.** Indicators:
   1. An expressed preference for becoming a professional counselor educator.
   2. Knowledge of the counseling profession.
   3. Employment or volunteer experience in a counseling setting.
3. ***Successful work experience or leadership activities***. Indicators:
   1. One or more years (preferably 2-3 years) of full-time paid work experience in the counseling profession is recommended after receiving the master’s degree.
   2. Recognition as a successful employee, volunteer, or college student.
   3. Leadership experiences as an employee, volunteer, or college student.
4. ***Interpersonal skills***. Indicators:
   1. History of positive relationships with peers, professors, employers, friends, and family.
   2. Ability to handle stressful situations effectively.
   3. No evidence of having behaved unethically.
5. ***Interest in a counseling area needed to balance the program or the profession*.** Indicators:
   1. Indication of interest in a needed emphasis area.
   2. Experience or background in a needed emphasis area.

***As part of its commitment to the Texas Tech University policy of affirmative action and to the professional ethics and values of the field of counseling, the Counselor Education program strives to seek a diverse student body.***