Counselor Education Academic Orientation
Fall 2022
Master of Education
School Counseling Cohort

Agenda

Welcome 2022 MEd Cohort

Introduction
- Students
- Faculty

Overview of the MEd Program
- *MEd Admitted Student Handbook 2021-2022*

Overview of Courses
- Trademark Outcomes
- Phases
- Rubrics
- Dispositions

Overview of Class Requirement
- *Handbook*

- Distance Counseling

EPCE Course Rotation
- Comprehensive Examination
- Practicum/Internship Placement

Registration

Other Information
- Parking (https://www.depts.ttu.edu/parking/JnformationFor/StudentParking.php)
- Campus Map (https://www.depts.ttu.edu/parking/PDFsandDocurnents/CarnpusParkingMap.pd0
- Helpful Telephone Numbers (see Fall 2020 Newsletter, page 7)

Vita (Template)

Comments

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:

        <u>National</u>

        <u>State</u>

        <u>College/University</u>

    Administration:

    Consultation:

REFERENCES (Will be provided upon request)

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:**

Subskill	Unacceptable 1	Poor 2	Fair/Adequate 3	Good 4	Excellent 5	Score
Attendance and Punctuality	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	
Preparedness	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	
Engagement	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	
Attentiveness	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, Facebook, calls, etc.	Always focused and free of distractions from emails, texts, Facebook, calls, etc.	
Respectful	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	
Teamwork	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	
Non-defensiveness	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	

Morale	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	
Decorum/ Presentation/ Presence/Attire	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	
Professional Behaviors	Usually demonstrates inappropriate behaviors in and outside ofTTU (e.g., excessive drinking to the point of danger to self or others; swearing)	Often demonstrates inappropriate behaviors in and outside of TIU (e.g., excessive drinking to the point of danger to self or others; swearing)	Usually demonstrates appropriate behaviors in and outside ofTTU	Almost always demonstrates appropriate behaviors in and outside of TTU	Always demonstrates appropriate behaviors in and outside of TTU	
Boundary Issues	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	
Professional Identity as a Counselor	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	
Mean Rating Total						

Comments: