

# **Texas Tech University**

**Department of Educational Psychology and Leadership  
Counselor Education**

## **CACREP Self-Study Addendum**

**Council for Accreditation of Counseling and  
Related Educational Programs**

**April, 2006**

**CACREP Self-Study Addendum  
Texas Tech University  
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**Section II: Program Objectives and Curriculum**

**Standard H.5**

**Please provide clarification for the evaluation criteria for course syllabi EPCE 6335.**

A revised course syllabus for EPCE 6335 (Standard H.5) is provided in Appendix A.

**Standard K.3d**

**Please clarify the strategies for facilitating optimum development in the course syllabi.**

Clarification of the strategies for facilitating optimum development in course syllabi (Standard K3d) are found in Appendix B.

Facilitating optimum development (CACREP II K 3 d) is primarily addressed in EPSY 5331 and EPCE 5352 through students' readings, topic discussions (on-line or face-to-face in class), examinations, papers, and individual and group projects. Specifics can be found in the following pages of the revised EPSY 5331 syllabus: Pages 1 (Course Objectives 2 and 3), 2 (Course Objectives 4, 5, 6, 7, 8, 9, and 10; Required Textbook introductory paragraph), 3 (Assessment 1), 4 (Assessment 2), 5 (Assessment 3), 6 (Course Schedule Component I, Research Group, Reading Group, and Cinema Group), and 7 (Course Schedule Component II, Research Group, Reading Group, and Cinema Group; and Component III, Research Group, Reading Group, and Cinema Group). Additionally, the details can be found in the following pages of the revised EPCE 5352 syllabus: Pages 2 (VII 4, 5, and 8), 4 (XI 2, 3, 4, and 5), 5 (XI 7), 6 (Dates 2/5, 2/12, 2/19, 2/26, 3/5, 3/12, 3/26, 4/2, 4/9, 4/16, and 4/23), and 7 (Dates 4/30).

**Standard K.7**

**Please provide syllabi for EPSY 5356 and EPSY 5379.**

EPSY 5356 and EPSY 5379 were included in the original self-study but they were mis-labeled with EPCE prefixes during printing. Please see Appendix C for the syllabi.

**Standard K.8**

**The core curriculum heavily relies on EPCE: Intro to Community Counseling, but this course is not required for all students (i.e. School Counseling students).**

There are two introductory courses, one in School Counseling (EPCE 5358) and the other in Community Counseling (EPCE 5353) with each course feeding the core curriculum in both tracks (see Appendix D). That is, there are two tracks that lead to a master's degree. One track is School Counseling, and students in this track are required to take an introductory course, EPCE 5358, Comprehensive School Counseling (see Appendix D). In parallel fashion, students majoring in Community Counseling are required to take an introductory course, EPCE 5353, Introduction to Community Counseling (see Appendix D). Inasmuch as the titles of these comparable courses are not parallel, we have initiated

a change in the title of the School Counseling course, which will be titled Introduction to Comprehensive School Counseling, EPCE 5358, once approved at our institution. The course content in EPCE 5358 will remain the same as the content that we are currently using. The content of these introductory courses provides the foundation for subsequent core courses, though they differ somewhat in emphasis as reflected by their slight title differences. To our knowledge, no students have indicated that they were unprepared for core courses. Details on how additional courses (other than EPCE 5358) are used to build students' foundation in the School Counseling Program can be found from page 72 to 82 of our self-study.

#### **Standard K.8f**

**Please include ethical and legal considerations to research in course syllabi.**

Please see the following revised syllabi for EPCE 5358 in Appendix D. In addition, ethical and legal considerations were added to the following courses: EPCE 5094, 5370, and 6350 (see Appendix E).

### **Section III: Clinical Instruction**

#### **Standard B.3**

**Please specify the faculty-student ratio for supervising students who serve as supervisors.**

Doctoral students who serve as practicum or internship supervisors have completed practicum and internship experiences equivalent to those required at the entry-level program. Master's level students are not used as supervisors. The faculty-student ratio is usually 1:2. This ratio never exceeds 1:5.

#### **Standard C**

**Please provide more specific information regarding the qualifications of site supervisors.**

The site supervisors' qualifications are specified in the *Community Field Experiences Handbook* in Section 4, pages 8-9.

#### **Standard D**

**Please be more specific in terms of what resources are available in the clinical instruction environment, including safeguards for confidentiality.**

The following are the safeguards for confidentiality:

1. Confidentiality is addressed according to the 2005 ACA Code of Ethics. Information regarding confidentiality is covered in the *Field Experiences Handbooks* and the *Admitted Student Handbook for MEd Graduate Study in Counselor Education* and the *Admitted Student Handbook for PhD Graduate Study in Counselor Education*.
2. The site approval process involves visiting the site and supervisor to discuss all aspects of confidentiality (see *Field Experiences Handbooks*).

3. All on-site supervisors are provided with in-service training once each semester and that training addresses confidentiality once each semester.
4. Students are provided with the necessary documentation for confidentiality.
5. Confidential files and records are kept in locked file cabinets at the field sites.
7. Instructional faculty guards the anonymity of the clients and student records

### **Standard H.6**

**Please provide more specific information in terms of what resources are available to students.**

The resources that are available to the Community Counseling Students are delineated in the *Community Counseling Field Experiences Handbook* and on the Counselor Education website. These include information about approved practicum and internship sites (website) and contact information pertinent to those sites, approved site supervisors and their respective contact information (website). In the *Community Counseling Field Experiences Handbook* students are provided information about field site guidelines and how to choose a placement for practicum/internship, guidelines for field site supervisors, clinical supervision guidelines, summary of field site requirements, self-inventory for practicum and internship site selection, course syllabi for practicum and internship classes and sample record keeping forms. Students are also given information about liability insurance and ways to obtain this insurance.

### **Standard I**

**Please provide further documentation in the form of class roster for the last 2-3 semesters.**

The class rosters are provided in Appendix F.

## **Section IV: Faculty and Staff**

### **Standard B.1.e**

**Please provide further evidence showing that the \$3,000 stipend in lieu of release time, allows the academic leader adequate time to administer the program.**

Dr. Bradley has been able to adequately administer the program without relapsed time. At Texas Tech University, coordinators have not been given released time to administer the various programs.

### **Standard B.1.f**

**Please provide more specific information pertaining to how year-round leadership is provided in the department.**

With regard to year-round leadership, Dr. Fred Hartmeister is the Department Chair for Educational Psychology and Leadership (EP&L) in which Counselor Education is one of the programs. Dr. Fred Hartmeister is employed on a year-round (12-month) contract. In addition, Patsy Mountz, Administrative Assistant Office of Graduate Education and

Research, receives and directs the admissions process and inquiries for students seeking admission to the Counselor Education Program. Kerry Bartel, Administrative Assistant for EP&L directs the registration process and inquiries for students registering for Counselor Education classes. Both Patsy Mountz and Kerry Bartel are employed on a 12 month contract.

The Counselor Education Program Faculty are employed on an academic-year contract. During the summer, faculty are employed on a separate contract to teach during Summer I or Summer II. To provide leadership throughout Summer I and Summer II, faculty teach as follows:

Summer I:

1. Dr. Bradley
2. Dr. Marbley
3. Dr. Parr

Summer II

1. Dr. Hendricks
2. Dr. Shen

Because Dr. Bradley teaches internship during the summer, she is on campus for parts of May and July, and during this time she coordinates the program. When she is away from campus, one of the other faculty provides the program leadership. For example, during Summer II, Dr. Hendricks provides the leadership. Additionally since Dr. Hartmeister is employed year-round, he provides leadership for the program.

### **Standard E**

**Please provide further evidence showing that 1 (one) full-time administrative assistant can provide adequate support for 6 (six) programs.**

Support services for faculty are diversified within the college, thus, programs are not dependent upon the department's administrative assistant. The following support is provided to faculty:

- Typing pool for manuscripts and other research/related work
- Editing for manuscripts
- Graduate Student/Faculty computer lab with multimedia equipment and laser printer
- Personnel to run the computer labs
- Software licenses on the college computer network that can be used to analyze data for both qualitative and quantitative research methodology
- Laser printer in individual offices
- College computer network and servers for web courses
- Database programmed for the COE office of Graduate Education and Research
- Multimedia computers with WWW access in all faculty offices
- Technical assistance for all faculty to help with computer problems and with the College network

- Email for all faculty
- Multimedia classroom (10)
- Distance Education classroom with Interactive TV (3)
- Enhanced computer labs with WWW access (Mac and PC), lab for faculty & graduate student, wireless lab
- Research assistant for all tenure-track faculty
- Travel support to present scholarly papers
- Copying/scanning with upgraded copier in the copy room/mailroom
- Access to a FAX machine
- Travel office with staff available to help all faculty with travel forms
- Norstar telephone system with voicemail
- Multimedia equipment in the Learning Resources Center (LRC)
- Technical assistance with multimedia productions in the LRC
- Modern video-editing equipment and technical assistance in the LRC
- Faculty support for developing and teaching online courses
- Faculty support for creation of computer-related materials
- Collection of state-adopted K-12 textbooks
- Collection of videos to supplement courses
- Transcribing machines for qualitative research
- A/V equipment
- Laptop computers for checkout
- LCD projection systems
- High speed scanning machine for data analysis (NCS)
- Distance Ed access to schools in Region 17
- Travel assistance to secure grants
- Travel assistance for field-based teaching
- The Creative Corner for preparing institutional materials

## **Section V: Organization and Administration**

### **Standard E**

**Please provide specific information and a target date to meet the standard requirement of 10:1 student-faculty ratio.**

The Spring, 2006, enrollments for Counselor Education equaled 123 students in 12 sections. Thus, the average number of students per class section equaled 10.25, which is very close to the CACREP standard of a 10 to 1 ratio of student to faculty.

### **Standard I**

**The reviewers feel that the standard is not addressed in self-study.**

1. Input from regular, adjunct, and affiliate program faculty is obtained in advance of the scheduled review of students each semester during a faculty meeting. To illustrate, one student experienced problems during

his practicum, and the professor overseeing this experience obtained input from the site supervisor, regular, and adjunct faculty. Based on this information, a pattern of irresponsible behavior became evident, which led to a remedial plan for this student after he was given due process by appearing before the entire counselor education faculty. With respect to admissions standards, three letters of recommendation are required. EPCE faculty members review letters of recommendation, which, then, play a major role in admission decisions. Students are made aware of admission policies by reading the *Prospective Students Masters of Education Program Handbook* (pp. 12-19) and by reading the retention policies featured in the *Admitted Student Handbook for MEd Graduate Study in Counselor Education* (pp. 7-11). These handbooks are available on line <http://www.educ.ttu.edu/docs/handbooks.htm>. In addition, meetings with prospective and new students are held at the beginning of each semester when admission criteria are discussed with prospective students and retention policies are discussed with newly admitted students.

2. The recommendation form that is included in the application material asks the recommender to rate students on ability to work with colleagues, ability to handle stressful situations, integrity, and potential as a professional counselor (see *Prospective Students Masters of Education Program Handbook*). In addition, the recommendation form asks the recommender to address, "...the candidate's **emotional maturity and stability, character and integrity, and interpersonal effectiveness...**" This Handbook explicitly lists (p. 13) interpersonal skills as one dimension of the admissions criteria.
3. Graduate Record Examination scores and transcripts of previous college work are included in the holistic review of applicants for admissions. The applicants also write a statement about why they wish to enter the counseling profession, and this sample of their writing skills is considered in admissions decisions. Applicants' technology skills are not considered per se, but the support services and training opportunities for students are readily available in the college and the university.
4. The applicant's statement addresses their career goals and objectives and their fit with our program. Letters of recommendation often address this as well.
5. Admitted students are required to join an interpersonal growth group while enrolled in EPCE 5354, Group Counseling. This experience encourages students to be open to self-examination and personal development.

## **Standards for Community Counseling Program**

### **Standard C.1**

**The concept of individual and community characteristics is not clearly addressed in course syllabi.**

This concept is addressed in the syllabi of EPCE 5357, Techniques of Counseling (page 2 of course syllabus), and EPCE 5366, Dysfunctional Behavior (page 2 of course syllabus) (see Appendix K).

### **Standard C.2**

**Program development/delivery is not clearly addressed in course syllabi.**

Please see Course Objective 12 in the EPCE 5353 course syllabus (see Appendix D). The standard is met in several readings and course assignments, such as LPC interviews, the Community Organizational Study, and textbook reading.

### **Standard C.7**

**Modalities are not clearly addressed in course syllabi.**

Please see Course Objective 14 in the EPCE 5353 course syllabus in Appendix D. This Standard is addressed in course assignments, such as LPC interviews and in several assigned readings and in the following textbook readings: Chapter 5: Counseling Process; Chapter 7: Prevention, Advocacy, and Evaluation; Chapter 8: Working with Groups; and Chapter 9: Marriage and Family Counseling (see Appendix D).

## **Standards for School Counseling Program**

### **Standard A.9**

**Opportunities and barriers are not clearly addressed in course syllabi.**

This standard is addressed in the revised EPCE 5358 syllabus on pages 1 (VIII 2), 3 (XI 2), 4 (XI 3), 5 (XI 8), and 7 (Date 9/7) (see Appendix D). The Standard A 9 deals with “knowledge and application of current and emerging technology in education and school counseling to assist students, families, and educators in using resources that promote informed academic, career, and personal/social choices.” This standard is addressed in the revised EPCE 5358 syllabus pages 2 (VIII 10), 5 (XI 10), and 7 (Date 10/19) (see Appendix D).

### **Standard B.3**

**School Counseling Program Integration is not clearly addressed in course syllabi.**

This standard is addressed in the revised EPCE 5358 syllabus on pages 2 (VIII 11), 3 (XI 2), 5 (XI 10), 7 (Date 9/7), and 8 (Date 12/7) (see Appendix D).



**Standard C.1a****School-based data is not clearly addressed in course syllabi.**

This standard is addressed in the revised EPCE 5358 syllabus on pages 3 (XI 2), 4 (XI 5), 7 (Date 9/7, 10/26), and 8 (Date 11/9) (see Appendix D).

**Standard C.1d****Student competencies are not clearly addressed in course syllabi.**

This standard is addressed in the revised EPCE 5358 syllabus on pages 3 (XI 2), 4 (XI 7), 5 (XI 8), and 7 (Dates 9/21, 10/26) (see Appendix D).

**Standard C.1f****Program funding is not clearly addressed in course syllabi.**

This standard is addressed in the revised EPCE 5358 syllabus on pages 3 (XI 2), and 7 (Date 10/12) (see Appendix D).

**Standard C.2c****Peer facilitation is not clearly addressed in course syllabi.**

This standard is addressed in the revised EPCE 5358 syllabus on pages 3 (XI 2), and 7 (Date 10/12) (see Appendix D).

**Standard C.2e****Educational transition points are not clearly addressed in course syllabi.**

This standard is addressed in the revised EPCE 5358 syllabus on pages 3 (XI 2), and 7 (Date 10/19) (see Appendix D).

**Standard C.3c****Empowering is not clearly addressed in course syllabi.**

This standard is addressed in the revised EPCE 5358 syllabus on pages 3 (XI 2), and 7 (Dates 9/21, 9/28) (see Appendix D).

**Standard D.6****Interpersonal Relationships are not clearly addressed in course syllabi**

We were unable to find Standard D 6 in the CACREP 2001 Standards.

**Standard D.10****Referral systems are not clearly addressed in course syllabi.**

We were unable to find Standard D 10 in the CACREP 2001 Standards

**Doctoral Standards**  
**Section IV: Faculty and Staff**

**Standard E**

**Please provide clarification as to whether the standard of no more than five additional committees is met.**

Doctoral faculty chair a maximum of five active doctoral dissertation committees during a given academic term. This standard is met.

When the self-study was submitted, it was stated that Dr. Bradley is listed as chair for more than 5 committees. However, some of these committees are inactive, and in other instances, the PhD students are still completing their coursework. Thus, these are not at the dissertation proposal stage and therefore do not represent active doctoral dissertation committees.

A listing of the active doctoral dissertation committees that Dr. Bradley is chairing is as follows:

2005-2006 Active Dissertation Committees

1. Jonna Byars-graduated December, 2005
2. Cassie Collins- graduated May, 2006
3. Cynthia Wimberly-anticipated graduation August, 2006.

The three committees above are the only active doctoral dissertation committees on which Dr. Bradley is serving for the academic year 2005-2006. The above 3 students will graduate in Spring or Summer, 2006. It is anticipated that 3-4 new students will submit proposals and begin active work on their dissertations during Fall, 2006. Thus, Dr. Bradley meets the standard of doctoral faculty chairing a maximum of five active doctoral dissertation committees during a given academic year. Dr. Bradley also meets the standard of in addition to the number of doctoral dissertation committees chaired; program faculty may serve on a maximum of five additional doctoral committees during a given academic term. Dr. Bradley is not serving on additional committees.

# **Texas Tech University**

## **College of Education Counselor Education Program**

### **APPENDIX A**

#### **Table of Contents**

- **Revised Course Syllabus for EPCE 6335**

# **Texas Tech University**

## **College of Education Counselor Education Program**

### **APPENDIX B**

#### **Table of Contents**

- **Course Syllabus for EPSY 5331**
- **Course Syllabus for EPCE 5352**

# **Texas Tech University**

## **College of Education Counselor Education Program**

### **APPENDIX C**

#### **Table of Contents**

- **Course Syllabus for EPSY 5356**
- **Course Syllabus for EPSY 5379**

# **Texas Tech University**

## **College of Education Counselor Education Program**

### **APPENDIX D**

#### **Table of Contents**

- **Course Syllabus for EPCE 5353**
- **Course Syllabus EPCE 5358**

# **Texas Tech University**

## **College of Education Counselor Education Program**

### **APPENDIX E**

#### **Table of Contents**

- **Course Syllabus for EPCE 5094**
- **Course Syllabus for EPCE 5370**
- **Course Syllabus for EPCE 6350**

# **Texas Tech University**

## **College of Education Counselor Education Program**

### **APPENDIX F**

#### **Table of Contents**

- **Class Rosters**



# **Texas Tech University**

## **College of Education Counselor Education Program**

### **APPENDIX K**

#### **Table of Contents**

- **Course Syllabus for EPCE 5357**
- **Course Syllabus for EPCE 5366**