

Institutional Effectiveness

2020-2021

Program: Counseling and Supervision PhD

College and Department: College of Education – Department of Counseling & Psychology

Contact: Stephanie Kazanas

Mission: The Department of Counseling and Psychology has the primary mission of offering strong academic programs in counseling and psychology that serve the community and public school system. The graduate program is designed to prepare people for careers in a variety of helping professions. Instruction is a major component of the academic mission of the department in the graduate programs. A committed faculty serves the programs through instruction, scholarly activity, and service aimed at providing high quality academic experiences for students. The department is strongly supportive of an environment that protects and promotes human welfare and equal opportunity. The department also serves the wider University Community, Upper Cumberland region, State, and Nation through research and public service.

Program Goals:

PG 1: Maintain sufficient student enrollment at the graduate level to ensure the viability of the program and course offerings.

Student Learning Outcome:

SLO 1: Counseling and Supervision PhD students will demonstrate competence in core and specialized knowledge and skills areas as established by CACREP standards and the Ph.D. program.

SLO 2: Counseling and Supervision PhD students will demonstrate competence in personal and professional disposition development.

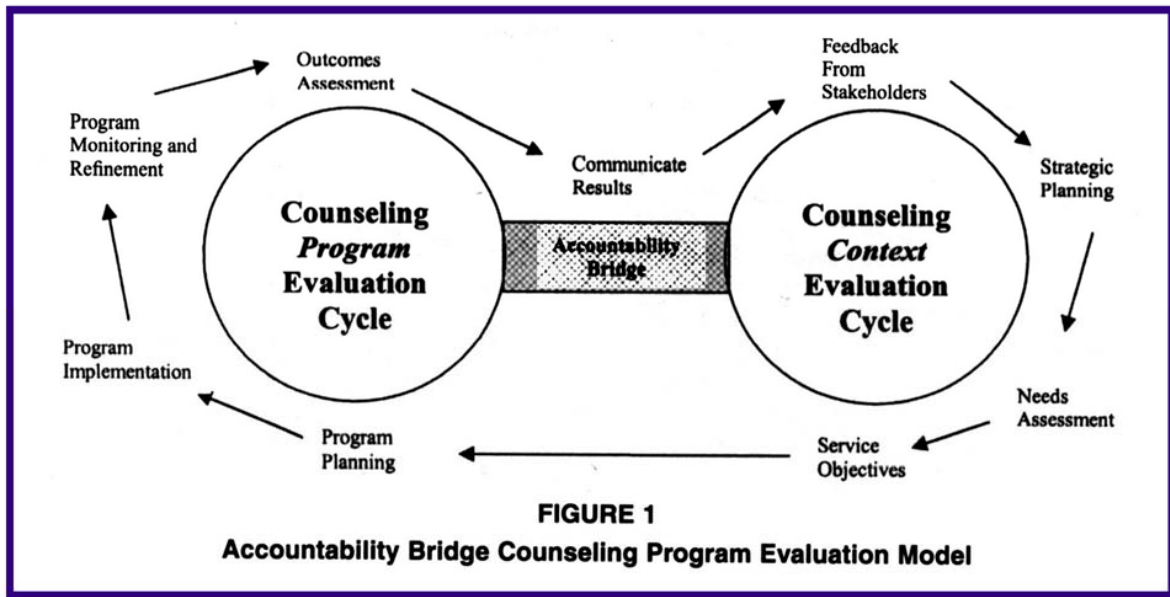
SLO 3: Counseling and Supervision PhD students will demonstrate the development of a counselor professional identity.

A departmentally developed curriculum map can be found in Appendix 1 that shows the connections between courses and student learning outcomes.

Assessment Process:

The assessment and evaluation of the program will be based upon a Comprehensive Assessment Plan. The Comprehensive Assessment Plan for the Ph.D. program is designed to provide systematic and comprehensive evaluations of the student outcomes and program objectives. The Ph.D. program at Tennessee Technological University will adhere to the Council on Accreditation of Counseling and Related Educational Programs (CACREP) standards, which in turn will help to ensure our graduates, have high quality training and opportunities for national certification, state licensing, and professional development. Assessment of program objectives will include the evaluation of program outcomes that Ph.D. faculty established in accordance with the mission of the program and Tennessee Technological University. The Ph.D. program at Tennessee Tech will adopt the Accountability Bridge Counseling

Program Evaluation Model by Astramovich and Coker (2007). Figure 1 below provides an illustration of Astramovich and Coker’s model.



The Ph.D. program will conduct ongoing program planning throughout the year, beginning with the fall faculty retreat and culminating in the report-writing process at the end of the spring semester. The Department of Counseling and Psychology holds an annual retreat for departmental planning at the beginning of the academic year that serves as a catalyst for program planning. During this annual retreat, the Ph.D. program will discuss the program planning process, the requirements of CACREP accreditation, and the desired learning outcomes to be included for the academic year. The Ph.D. program has created an excel spreadsheet that offers a systematic program plan by means of a course map and learning outcomes associated to every CACREP standard and related Ph.D. course. (see Appendix 1)

Modifications for Improvement:

In Fall 2021-Spring 2022, the Ph.D. faculty will identify specific assessment methods to evaluate all Student Learning Outcomes including the development of rubrics to assess specific CACREP standards. All of the CACREP standards will be included on the related course syllabus.

All of these rubrics will be integrated into TK20, a comprehensive data management system that allows students to be active online participants in multiple areas of their college experience including course instruction, field experiences, and sharing of assessment data. Students will then be required to both obtain and load the appropriate coursework into the data management system in all courses containing CACREP related standards.

Appendices

1. Curriculum Map

Appendix 1: Curriculum Map

CACREP Standards	Professional Identity					Practicum and Internship	
	B1. Counseling:	B2. Supervision	B3. Teaching	B4. Research and Scholarship	B5. Leadership and Advocacy	Practicum	Internship
COUN 7400 Advanced Counseling Theories & Practicum	1					1	
COUN 7320 Counseling Supervision		1					
COUN 7310 Teaching in Counselor Education			1				
COUN 7500 Research, Scholarship, and Publication				1			
EDPY 7310 Advanced Educational Stats				1			
COUN 7730 Qualitative Research Methodology in Counseling				1			
COUN 7510 Counseling Administration and Program Evaluation				1	1		
COUN 7700 Advanced Multicultural Counseling: Leadership and Advocacy					1		
COUN 7320 Advanced Group Counseling in Addiction and Special Populations							
COUN 7820 Doctoral Internship							1
COUN 7830 Regional Mental Health and Addiction Services							
COUN 7750 Advanced Qualitative Research Method and Design or COUN 7740 Advanced Quantitative Research Method and Design							
COUN 7970 Dissertation Research							