

Discussion surrounded newness of program. Most applicants had a TCU affiliation. We may get more and more diverse applicants once program is CACREP-accredited. Additional discussion surrounded reality of funding—many students are not able to attend without funding.

3. Feedback from Students – Data were collected from anonymous Qualtrics surveys. N = 3; however, only two surveys had been completed prior to meeting. Summary of results:

Strengths:

- Agreement with program objectives
- Most classes are viewed as helpful (ratings of Very Helpful or Somewhat Helpful)
- Research assistantships (RAs) are valued. Most beneficial aspects of RA include: mentorship of faculty; opportunity to organize data, conduct research and publish; strengthen clinical supervision skills, visualize future possibilities; work alongside faculty and students.
- Most beneficial aspects of TCU/FWISD Clinic Partnership include: connection to community, gaining experience in supervision, and “atmosphere of experience, fresh ideas and collaboration.”
- Third-year students feel very prepared for future roles in providing counseling services and clinical supervision, teaching counseling courses at graduate level, conducting and publishing research, and engaging in leadership and advocacy. Second-year students also feel very prepared for future roles in areas aligned with completed coursework.
- Faculty are viewed as supportive, invested, approachable, and open to feedback

Challenges/Areas for Growth:

- Preference for deliverables v. timelog for RAs
- Changing expectations – request clear written guidance on class times, clinical hours/settings, internship expectations, and program requirements; consistency and earlier communication would allow for longer-term planning

4. Assessment of PhD Students –Learning Objectives

CACREP KPIs

1. COUNSELING - Doctoral Students will demonstrate knowledge and skills for professional counseling consistently through integration of counseling theory, conceptualization of clients, and culturally-competent and ethical practice.

Fall 2024

- Professional Counseling Performance Evaluation-Doctoral (PCPE-D) Performance; Benchmark – Ratings of 2 or higher in all categories
- Clinical Case Study and Client Conceptualization Rubric; Benchmark – Score of 75% on rubric

Aggregate: 100% (N=3) met benchmark for both measures

Fall 2025

- Advanced Theories Manuscript Rubric; Benchmark – Score of 75% on rubric

Aggregate: 100% (N=6) met benchmark

2. SUPERVISION - Doctoral students will demonstrate advanced competency in the provision of clinical supervision, including the application of supervision models, ethical and legal decision-

making, multicultural responsiveness, gatekeeping responsibilities, and evaluation of supervisee development.

Spring 2025

- Supervisee Case Study Rubric; Benchmark – Score of 75% with min rating of 3 on ‘assessment of theory’ and ‘explanation of theory’ criteria
- Supervision documentation (includes supervision log and supervision record form); Benchmark - Accurate completion of supervision documentation for each week that supervision is provided; verified by course instructor

Aggregate: 100% (N=3) met both benchmarks

3. TEACHING - Doctoral students will design curriculum, including syllabus and evaluation measures for one or more courses in counselor education, and will demonstrate appropriate pedagogy and methods for teaching.

Fall 2024

- Course Design Portfolio Rubric; Benchmark - Score of 75% and ‘Meets Expectations’ on all criteria
- Teaching Demonstration Rubric; Benchmark - Score of 75% and ‘Meets Expectations’ on criteria of Organization and Comprehensiveness, Demonstration of Teaching Skills, and Connection to Course Objectives

Aggregate: 100% (N=3) met both benchmarks

4. RESEARCH & SCHOLARSHIP - Doctoral students will demonstrate knowledge of fundamental research concepts and skill in applying appropriate research methodology to answer research questions relevant to counseling field, while adhering strictly to ethical standards for research involving human subjects.

- Standard not yet assessed

5. LEADERSHIP & ADVOCACY - Doctoral students will demonstrate advanced leadership and advocacy competencies through the application of leadership theory, systems-level analysis, and professional advocacy consistent with doctoral preparation in counselor education and supervision.

Spring 2026

- Standard had not yet been assessed at time of meeting.
- However, 100% (N=6) met benchmark for both measures in the week following meeting.

TCU Program Objectives

1. Prepare advanced professional practitioners in counseling, counselor education and systems intervention with particular emphases on strength-based approaches to work with diverse populations and settings.
2. Increase understanding of current research and practice in the field, as well as to engage in their own original scholarship.
3. Cultivate expertise in clinical supervision and constructivist teaching practices.

Advisory committee agreed that these encompassing program objectives represent TCU’s program and discussed ways to assess whether they are being met. The following will be added to the program’s assessment plan next year (AY2026-27):

- Objective #1 will be assessed through the following (syllabi/rubrics still in development):
 1. EDGU 70793: *Strength-Based Theories* via Project Paper (Students will write a manuscript that encompasses their own philosophy of strength-based approaches and how this philosophy guides a program formation to affect change at the individual, group, and system levels.) Benchmark rating of 75%.
 2. EDGU 70323: *Advanced Group Leadership* via Reflecting Team Activity
- Objective #2 will be assessed through the following (similar to other research KPIs):
 1. Prior to graduation, advisor will review student's portfolio and complete Research Requirement Addendum (including items such as *strategies for conducting culturally relevant and culturally competent research*). Benchmark: Completion of checklist.
 2. EDGU 70073: *Intro to Dissertation* via Research Proposal Presentation. Benchmark rating of 75%.
- Objective #3 will be assessed through the following:
 1. EDGU 70223: *Supervision in Counseling* via Supervisee Case Study Rubric. Benchmark rating of 75%.
 2. EDGU 70143: *Teaching Practices in Counselor Education* via Curriculum Presentation (Each student will present content (target audience of counselor educators) and facilitate experiential activities for two courses of counselor education curriculum, to be selected from chapter of McAuliffe & Eriksen's *Handbook of counselor preparation: Constructivist, developmental, and experiential approaches.*) Benchmark rating of 75%.

5. Assessment of PhD Students – Dispositions

100% of students (N = 3) earned benchmark ratings of met expectations on PCPE-E (dispositions); students were assessed during Advanced Practicum course in Fall 2025.

6. Recommendations for PhD Counseling & Counselor Education programmatic changes:

Discussed that consistency is anticipated as first cohort completes program; in essence we are currently “building the plane while flying it.”

Aspirational goals as program grows:

- Teach classes every year (dependent on additional faculty); admission every other year if can't get more faculty.
- Consider future course/program change to spread out internship over more than one year, but we don't have the numbers (students or faculty) to do that right now.
- Advisory board and faculty were encouraged to recommend potential advisory board members from outside TCU.

Immediate program change:

- Make year of 600-hour internship more fluid, where students may complete both clinical and nonclinical hours over the year, rather than in a single semester. Total required clinical hours will be for full year (summer-optional, fall, and spring) to equal 300 hours on clinical tasks, 150 hours of which are direct counseling and supervision. Focus would still be clinical in fall and non-clinical in spring (with corresponding assignments), with minimum number of hours required for each semester. Hours at the Clinic will be same as they have been in non-internship semesters (2-3

clients/supervisees weekly); over the course of full internship year, 75 direct counseling and supervision services will be provided at the Clinic (e.g., 25 hours per semester over 3 semesters or 37.5 hours per semester over 2 semesters). Likewise, non-clinical internship hours (300) of teaching, leadership/advocacy, and or research/scholarship may be completed over the course of the internship year.