



THE UNIVERSITY OF  
**TENNESSEE**  
KNOXVILLE

DEPARTMENT OF  
EDUCATIONAL PSYCHOLOGY  
AND COUNSELING

**Counselor Education Programs  
2023 Program Evaluation Report**

**Vital Statistics**

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) requires that programs make certain information publicly available each year.

	<b>CMHC</b>	<b>SC</b>	<b>PhD</b>
<b>Enrolled students as of Fall 2023</b>	33	11	17
<b>Graduates in 2022-2023</b>	14 (+3 dual)	11	6
<b>Program completion rate</b>	93% (14/15) + 3 Dual	100% (11/11)	86% (6/7)
<b>Employment rate</b>	100% (15/15)	100% (11/11) <sup>1</sup>	100% (6/6)
<b>National Counselor Examination Pass</b>	Awaiting NBCC Report	n/a	n/a
<b>Professional School Counselor Praxis Pass</b>	n/a	11/11 100%	n/a

- Reports generated for Summer 2022, Fall 2022, Spring 2023.
- CMHC = MS in Clinical Mental Health Counseling, SC = MS in School Counseling, PhD = Counselor Education Doctoral Program.
- Program completion rate computed on rolling basis and indicates proportion of students who complete degree requirements within expected time to degree (2-3 years for full-time MS students, 3-4 years for part-time MS students, 3-4 Years for full-time PhD students, 4-6 years for part-time PhD students).
- Employment rate indicates proportion of students who desired employment who were employed or engaged in full-time advanced academic study within six months of graduation. Many graduates secure employment prior to graduation.<sup>1</sup> Although we have reason to believe they have placed, two May 2023 SC graduates did not respond to request for employer information as of 8/1/23.

## Program Objectives & Major Program Activities

This report reflects program activities and evaluation in AY22-23, the fourth academic year to be impacted by COVID and the first return to “normalcy” since 2020.

- This year featured a 100% return to our traditional, face-to-face method of delivery.
- During this academic year, the department was in time of significant revision. Approximately one-half of our programs relocated to other departments. The remaining programs (i.e., counselor education, school psychology, and educational psychology) worked together to envision new, collaborative initiatives and leadership structures.
- One faculty member left the program. Our program successfully searched for and hired two Assistant Professors of Counselor Education with specializations in CMHC to begin 8/1/23.
- We engaged updates to program evaluation and student assessment procedures throughout the academic year. These procedures are now being implemented in our programs:
  - **MS**– All field experience documentation was updated to feature validated instruments when at all possible. Additionally, KPIs were revised and operationalized using rubrics. We retired the traditional comprehensive examination and implemented a portfolio-style comprehensive examination to be completed throughout the internship year.
  - **PhD** - All field experience documentation was updated to feature validated instruments when at all possible. Additionally, KPIs were revised and operationalized using rubrics. We retired the traditional comprehensive examination and implemented a portfolio-style comprehensive examination inclusive of an application/knowledge assessment to be completed as a gateway to dissertation.
- The Counselor Training Clinic (CTC) completed a third full year of services within the university community. We also expanded campus-based partnerships to include offices such as Dean of Students, Pride Center, Office of Multicultural Student Life, Veteran’s Center, and Greek Life.
- Dr. Melinda Gibbons collaborated with School Psychology faculty to secure a \$4.2M federal grant to support implementation of the *Rural Appalachian Mental Health Partnership* project, a collaborative engagement with rural partners that will include specialized training in MTSS and culturally sustaining care while funding 6 SC and 6 school psychologists per year for five years. The first group of scholars begins internship placement this year.
- At the end of the academic year, we learned that our department would be reimaged, with all counselor education programs moving to create a new department with human development and family science effective Fall 2024.

## Sources of Data

The following sources of data were utilized in developing this report

- Graduate performance on the National Counselor Examination (NCE)
- Graduate performance on the Professional School Counselor Praxis Examination (SC-Praxis)
- Student performance on the Counselor Preparation Comprehensive Examination (CPCE)
- Student performance on Advanced Cultural Awareness Project comprehensive examination
- Student performance on final internship ratings from instructors and site supervisors
- Admissions, enrollment, and graduation data for the AY22-23 cycle
- Faculty observations and discussions during systematic program evaluation meetings held at the end of each fall and spring semester, systematic student assessment meetings held toward the end of each fall and spring semester, and the annual planning retreat held at the end of each summer semester
- Alumni, Site Supervisor, and Employer surveys are currently under revision. We did not gather during this cycle. We will launch revised tools in Spring 2024

## MS Program Evaluation Findings

### Objective 1: Graduates will have foundation knowledge necessary for success as professional counselors

- The program used the Counselor Preparation Comprehensive Examination (CPCE) as an exit examination and key performance indicator (KPI). A total of 29 students sat for this examination during the academic year. Individual student results were converted to Z-scores so that a 0 indicates performance at the national standard deviation, and positive or negative values indicate distance from the national standard deviation. Consistent with previous years, the mean total score was 0.82 SD above the national norm; 100% of students passed on the initial administration. Scores on this year's administration included greatest strengths in Group Counseling & Group Work ( $M = 1.25$ ,  $SD = 0.61$ ), Research & Program Evaluation ( $M = 1.32$ ,  $SD = 0.85$ ), and Social and Cultural Diversity ( $M = 0.86$ ,  $SD = 1.03$ ). Scores in Professional Counseling Orientation, Human Growth & Development, Career Development, Counseling & Human Relationships were all approximately one-half SD above the national norm. The lowest area of performance was Assessment and Testing with scores right at the national norm.
- Despite requests, NCE reports have not been provided by the testing company.
- A total of 11 students sat for and passed the Professional School Counselor Praxis this cycle. Total scores for the group were consistent with previous years at  $M = 178$  ( $SD = 5.85$ ), well above the state's qualifying score of 156. ETS provides middle 50% score ranges for each subscale. The mean score for foundations was 17.10 ( $SD = 1.38$ ) with 82% of students scoring above the average range. The mean score for delivery of services was 42.55 ( $SD = 2.42$ ) with 91% of students scoring above the average range. The mean score for management was 13.45 ( $SD = 1.21$ ) with 72.72% of students scoring above the average range. Finally, the mean score for accountability was 18.27 ( $SD = 2.97$ ) with 55% of students scoring above the average range.

### Objective 2: Graduates will be able to develop therapeutic relationships that are deeply healing, culturally sensitive, developmentally appropriate, and ethical.

- **Final internship 2 evaluations – Faculty and Doctoral Student Supervisor** – Final evaluations were available for 16 CMHC and 10 SC interns. During this year, we transitioned to a validated instrument, *Comprehensive Counseling Skills Rubric* (Flynn & Hays, 2015). Supervisors rated skills based on direct observation of multiple sessions on a 5-point scale rating from 1=poor skill to 5=superior skill; the target performance for student at this developmental level was 3=acceptable skill. All aggregate scores fell between 3-4.
  - The strongest items with mean scores of 3.80-3.89 related to vocal tone, encouragers, and normalizing.
  - Items with mean scores of 3.70-3.79 included summarizing, open-ended questioning, and clarification.
  - Items with mean scores of 3.60-3.69 included psychoeducation, silence, paraphrasing, reframing, reflecting meaning and values, interpretation, closed ended questioning, advocacy, immediacy, and challenging and pointing out discrepancies.
  - Items with mean scores of 3.50-3.59 included observation, nonverbal communication, reflecting of feeling, and directives.
  - The lowest-rated items included self-disclosure ( $M = 3.36$ ), homework ( $M = 3.31$ ), and feedback ( $M = 3.31$ ).

- **Final internship 2 evaluations – Site Supervisor** - Final site supervisor evaluations were available for 16 CMHC and 10 SC interns. Site supervisors provided ratings based on live observation or recorded session review on the *Comprehensive Counseling Skills Rubric* using a 1-5 scale with a target of 3. Item means were higher for site supervisors compared to faculty/doctoral student supervisors.
  - The strongest items with mean scores of 4.25 and above included normalizing, reflecting meaning and values, summarizing, advocacy, psychoeducation, clarification, encouragers, and reflecting feeling.
  - Middle rated items with mean scores of 4.00-4.24 included vocal tone, observation, immediacy, feedback, paraphrasing, open-ended questioning, closed-ended questioning, reframing, directives, nonverbal communication, and interpretation.
  - The lowest rated items with mean scores ranging from 3.75-3.99 included silence, challenging & pointing out discrepancies, homework, and self-disclosure.

### **Objective 3: Graduates will demonstrate professional dispositions including Commitment, Humility, Openness, Respect, Integrity, and Self-Awareness.**

- **Final internship 2 evaluations – Faculty and Doctoral Student Supervisor** – the program faculty adopted the *Assessment of Professional Counseling Dispositions* as a validated measure of dispositions this year. The APCD is rated on a 3-point scale: 1 = unacceptable, 2 = acceptable, and 3 = optimal. At the end of internship 2, faculty and doctoral student supervisors rated interns’ professional dispositions.
  - The strongest items with means greater than 2.50 were openness to new ideas, willingness to accept and use feedback, cooperativeness with others, initiative and motivation, and professionalism.
  - Middle rated items with means 2.25-2.49 included flexibility and adaptability, awareness of own impact on others, ability to accept personal responsibility, effective and appropriate expression of feelings, attention to ethical and legal considerations, orientation to MSJCCs, humility, and willingness to seek help.
  - The lowest items with means 2.00-2.25 included ability to deal with conflict alongside professional wellness and self-care.
- **Final internship 2 evaluations – Site Supervisor** – Site supervisors completed dispositional items corresponding to CHORIS, with operationalized dispositions that paralleled the ACPD. Supervisors rated dispositions on a scale of 1 (poor) to 5 (superior) with 3 being acceptable. Ratings for most items ranged from 4.50 to 4.60 (commitment, humility, openness, respect, and integrity). Site supervisors rated self-awareness as relatively lower but still strong at  $M = 4.38$ .

### **Objective 4: Graduates will be culturally sensitive and ethical advocates for self, clients, and profession through counseling interventions, programming, and professional and community engagement.**

- This year we launched our new KPI series, KPI A-1 relates to ethical decision making. Student work was evaluated on a scale ranging from 1 (does not meet expectations) to 4 (exceeds expectations) with a target of 3 (meets expectations). All 18 students successfully completed this KPI with an average rubric score of 3.49. The highest-rated area related to application of ethical principles, and the lowest-rated area focused on use of professional literature to inform decision-making.
- KPI B-1 focused on application of ability to cultivate MSJCCs relevant to practice in one’s setting.

All 13 students successfully completed this KPI with an average rubric score of 3.63. The highest-rated areas were implications for counseling and action steps taken. The lowest-rated area focused on clarity of project objectives.

- For the second year, MS students completed a year-long project focused on multicultural and social justice counseling competencies relevant to their area of specialized practice throughout internship (KPI B-2), which they reported in a recorded oral presentation and follow-up conversation with faculty members. This year we revised the rubric to correspond with a new program scale. Rubrics were rated on the following scale: 1=does not meet expectations, 2=approaches expectations, 3=meets expectations, and 4=exceeds expectations. All 22 students passed the examination, although two required follow-up conversations based on initial rubric scores. Rubric scores were quite consistent ranging from  $M = 3.05$  to 3.18. The lowest rated item was implications for advocacy. Client worldview and experiences, integration of topic with practice, and professional style all received the highest averages.

**Objective 5 - CMHC: Graduates will be well-skilled in the full range of tasks needed for clinical mental health counseling including interventions for prevention and treatment of a broad range of mental health issues; roles of mental health counselors; and settings and service delivery models.**

- KPI-1 for CMHC students focused on using data to inform clinical decision making. All 9 students successfully completed this KPI with a rubric  $M = 3.50$ . The highest-rated areas included clinical summary and plan for measuring progress. The lowest-rated areas included risk formulation, selection and defense of level of care, and referral.
- **Final internship 2 evaluations – Site Supervisor** - Final site supervisor evaluations (KPI-CMHC-2) were available for 16 CMHC interns. Site supervisors responded to a series of items specific to work in their area of specialized practice using a 1-5 scale with a target of 3. CMHC supervisors rated skills strongest (above 4.50) in conceptualization and consultation. Middle rated items with scores 4.25-4.49 included crisis response, use of counseling modalities/theories, referrals, and adherence to site policies. Lowest-rated items with scores 4.00-4.24 included use of formal and informal assessment to inform treatment planning, treatment planning, and diagnosis.

**Objective 5 – SC: Graduates will be well-skilled in the full range of tasks needed to coordinate a comprehensive, developmental school counseling program that addresses the academic, career, and social-emotional development of K-12 students.**

- KPI-1 for SC students focused on using data to create a closing the gap action plan. All 4 students successfully completed this KPI with a rubric  $M = 3.65$ . The highest-rated areas included school data profile. The lowest-rated area was rationale for direct and indirect service interventions.
- **Final internship 2 evaluations – Site Supervisor** - Final site supervisor evaluations (KPI-SC-2) were available for 10 SC interns. Site supervisors responded to a series of items specific to work in their area of specialized practice using a 1-5 scale with a target of 3. SC supervisors rated skills strongest (above 4.50) in crisis response, conceptualization, use of counseling modalities/theories, adhering to site policies, understanding standards impacting SC, and understanding SC foundations. Middle rated items with scores 4.25-4.49 included referrals, use of data, and leadership and social justice advocacy. The lowest-rated item with scores 4.00-4.24 included using formal and informal assessments with students.

## MS Program Changes, Improvements, and Response

- Guided by program evaluation activities and faculty observations, the faculty is implementing several curricular changes to take effect in 2023:
  - all students will begin the program in the summer semester, and courses have been redistributed so full-time students only exceed 9 credit hours during the first fall semester. Students will complete the program the following spring semester. This will allow two semesters of full-time study prior to practicum, boosting student readiness. Placement of courses during this revision are intentional, for example allowing a 3-semester developmental sequence of skills-theory-group, and ensuring students complete *COUN 570 Social and Cultural Diversity in Counseling* prior to field experience.
  - Reduction of internship sequence for CMHC students from 3 semesters and 900 hours to 2 semesters and 600 hours. This was in response to opportunity cost for students and faculty observation that little new development seemed to occur from May-August.
  - A new course, *COUN 534 Evidence-Based Practice and Accountability in Counseling* will replace EDPY 682 as fulfilling the research and program evaluation core area. This will include focused attention to identifying evidence-based counseling procedures and evaluating individual and small group services. We are hopeful this adjustment addresses relatively lower field experience ratings in these areas.
  - A new course, *COUN 577 Advanced Practicum in Counseling* will be offered as an elective bridge between practicum and internship. During the course, students will complete special projects and customized readings to prepare them for internship.
  - School counseling students will no longer be required to take *SPED 552 Classroom Management*. Once program enrollment grows, we will implement a second required school counseling foundations course. Until then, the program will source ideal electives for SC students, ideally focused on disability and MTSS.
  - CMHC and SC students will complete one additional elective. The new course sequence will open up the opportunity for customized electives to be offered during the new January term or academic semesters based on student interest.
- During AY22-23, the faculty completed a comprehensive overhaul of the KPI assessment plan, incorporating fully operationalized assignments and rubrics with benchmarks throughout the program. The first round of these assessments went live in AY22-23; all remaining assessments and the revised portfolio-style comprehensive examination will launch during AY23-24.

## Counselor Education Doctoral Program Evaluation Findings

**Note: Unless otherwise indicated, all rubrics and evaluation forms are completed using a 3-point scale where 0 = does not meet expectations, 1 = meets expectations, and 2 = exceeds expectations. Thus, an average of 1 indicates acceptable performance. Means below 1 indicate opportunity for improvement. Means closer to 2 indicate exceptionally strong performance.**

### **Objective 1: Graduates will explore and engage in culturally sensitive, developmentally appropriate, ethical, and evidence-informed counseling relationships that prepare them to train master's level professionals and contribute to the development of counseling theory and practice.**

- Six students sat for the counseling question on the comprehensive examination during AY22-23, and all passed. Essays were blind rated by 3 faculty members. Ratings for the counseling area decreased about 0.25 on several items from the previous year. As is noted below, no area emerged as relatively stronger or weaker than others.
  - Theoretical conceptualization  $M = 1.00$
  - Evidence-based practice  $M = 1.00$
  - Legal, ethical, and cultural strategies  $M = 1.00$
  - Developmental considerations  $M = 0.95$
  - Systemic understanding  $M = 1.11$
  - Professional writing style  $M = 1.06$
- As with the MS program, we updated clinical evaluation procedures for students in COUN 655 Advanced Practicum in Counseling. The program has now transitioned to the *Comprehensive Counseling Skills Rubric* (Flynn & Hays, 2015), which is rated on a 5-point scale rating from 1=poor skill to 5=superior skill; the target performance for student at this developmental level was 3=acceptable skill. Instructor evaluations for COUN 655 were not available at the time this report was written.

### **Objective 2: Graduates will provide culturally sensitive, ethical, and developmentally appropriate supervisory relationships that promote skills of developing clinicians and provide gatekeeping for the profession.**

- Six students sat for this comprehensive examination, and all passed the area. Scores were quite stable compared to the previous year, with some increase in evaluation/remediation/gatekeeping and decrease in ethical/legal/cultural considerations. As is noted below, no area stood out as particularly strong or weak.
  - Roles and responsibilities  $M = 1.06$
  - Theoretical foundations  $M = 1.11$
  - Evaluation, remediation, and gatekeeping  $M = 0.95$
  - Legal, ethical, and cultural considerations  $M = 0.84$
  - Integration  $M = 1.06$
  - Professional writing  $M = 1.11$
- A total of 7 final supervision internship rating forms were completed by faculty instructors during AY22-23. There were very large increases in supervisory relationship skills alongside developmental and cultural sensitivity. Consistent with comprehensive examination scores, the

greatest opportunity for improvement is in evaluation/remediation/gatekeeping and management of ethical and legal considerations.

- Supervisory relationship skills  $M = 1.86$
- Application of theoretical frameworks and models  $M = 1.29$
- Evaluation, remediation, and gatekeeping skills  $M = 1.14$
- Management of ethical and legal considerations  $M = 1.14$
- Developmental and cultural sensitivity  $M = 1.86$
- Professional work behaviors  $M = 1.43$
- Dispositions – CHORIS  $M = 1.57$

**Objective 3: Graduates will demonstrate culturally sensitive, developmentally appropriate, and ethical teaching, assessment, and evaluation methods relevant to educating counselors.**

- Six students sat for this comprehensive examination, and all passed. Nearly all scores were stable compared to the previous year; however, there was a decrease in performance on instructional design and delivery. Pedagogy/philosophy of teaching emerged as the strongest area, with instructional design and assessment with areas for greatest growth.
  - Pedagogy  $M = 1.17$
  - Instructional design and delivery  $M = 0.83$
  - Assessment of learning  $M = 0.95$
  - Integration  $M = 1.00$
  - Professional writing style  $M = 1.06$
- A total of 3 final teaching internship rating forms were completed by faculty instructors during AY22-23. Most areas had ratings increase substantially, with the degree of shift likely reflective of differences in raters and very small sample size. Ratings for teaching were as follows:
  - Instructional and curriculum design and delivery  $M = 2.00$
  - Application of pedagogical frameworks and models  $M = 1.67$
  - Assessment of learning/student support/remediation  $M = 2.00$
  - Student relationship & classroom management skills  $M = 2.00$
  - Management of ethical and legal considerations  $M = 1.00$
  - Developmental and cultural sensitivity  $M = 1.33$
  - Professional work behaviors  $M = 2.00$
  - Dispositions – CHORIS  $M = 2.00$

**Objective 4: Graduates will comprehend and apply diverse methods for answering research questions relevant to the counseling profession.**

- Six students sat for this comprehensive examination, and all passed. Performance on last year’s comprehensive exam in this area showed a strong increase; items this year returned to slightly below baseline, indicating opportunities for growth in this area. Quality of professional writing dropped considerably
  - Rationale for research  $M = 1.00$
  - Research question  $M = 0.89$
  - Research design  $M = 0.89$
  - Data analysis  $M = 0.89$
  - Full conceptualization  $M = 0.83$
  - Professional writing  $M = 1.06$



- During this year, 6 students defended manuscript 1 of their dissertation. This manuscript is designed to serve as a comprehensive or systematic review of literature resulting in meaningful research questions for investigation. Scores were as follows:
  - ⊖ Introduction  $M = 1.25$
  - ⊖ Theme identification  $M = 1.25$
  - ⊖ Connection to prior research  $M = 1.25$
  - ⊖ Discussion and integration  $M = 1.00$
  - ⊖ Writing style  $M = 1.25$
  - ⊖ APA formatting  $M = 1.50$
  - ⊖ Overall significance  $M = 1.25$
- During this year, 6 students defended manuscript 2 of their dissertation. This manuscript is an original research study in journal format. Scores were as follows:
  - ⊖ Introduction  $M = 1.25$
  - ⊖ Literature review  $M = 1.25$
  - ⊖ Methods  $M = 1.33$
  - ⊖ Results  $M = 1.25$
  - ⊖ Discussion  $M = 1.06$
  - ⊖ Overall style  $M = 1.25$
- In this academic year, current doctoral students have made 18 professional, peer-reviewed presentations at conferences. The average number of professional presentations was 1.44, with students later in the program presenting more than students in their first year. The most common venues were the *Southern Association for Counselor Education and Supervision*, *Association for Assessment and Research in Counseling*, and *Evidence-based School Counseling Conference*.
- Six of 18 doctoral students reported securing a total of 8 peer-reviewed journal articles this academic year. This rate is higher than last year but lower than pre-pandemic baseline.

**Objective 5: Graduates will be culturally sensitive and ethical advocates and leaders for self, clients, and the counseling profession through interventions, programming, and professional and community engagement.**

- Six students sat for this comprehensive examination, and all passed. Most results were consistent with previous years, although there was an increase in professional advocacy and a decrease in MSJCC considerations. Quality of professional writing dropped considerably. Specific results were as follows:
  - Theories and skills of leadership  $M = 1.00$
  - Current topical issues  $M = 1.00$
  - Professional advocacy  $M = 1.17$
  - Multicultural and social justice considerations  $M = 1.00$
  - Integration  $M = 1.06$
  - Professional writing  $M = 1.11$
- A total of 2 final leadership internship rating forms were completed by faculty instructors during AY22-23. As with the internship above, there were some increases in numbers; however, the limited sample size and different raters prevents meaningful interpretation. Ratings were as follows:
  - Application of theories and skills of leadership  $M = 1.00$
  - Application of advocacy models and competencies  $M = 1.50$
  - Administrative skills  $M = 1.50$

- Attention to multicultural and social justice issues  $M = 1.00$
- Professional work behaviors  $M = 2.00$
- Dispositions – CHORIS  $M = 2.00$
- Examination of student annual reports indicated that 5 of 18 doctoral students were engaged in professional leadership beyond our local chapter of CSI. These included service in official roles with CSI (2), ACES, AARC, and TCA. This rate of engagement is lower than pre-pandemic.

### **Objective 6: Graduates will demonstrate professional dispositions including Commitment, Humility, Openness, Respect, Integrity, and Self-Awareness.**

- The faculty conducted a holistic evaluation of student progress, including attention to dispositions for 17 doctoral students active in the program. Mean ratings for CHORIS items were 1.53 ( $SD = 0.50$ ), comparable to previous years.

### **PhD Program Changes, Improvements, and Response**

- Many of the assessments conducted during this period took place in the heart of the COVID-19 pandemic. This included multiple transitions, wide variations in the degree to which our university was able to follow public health guidance, and a series of losses or challenges for many. In this context, students and faculty invested most deeply in clinical and supervisory work. This context is likely at play in some areas of decreased performance. Likewise, some decreases (e.g., management of ethical considerations, assessment, gatekeeping) may be less about decreased knowledge and skill AND more about ongoing, increased, and complex demands in these areas.
- A careful review of our knowledge and skills measurement systems indicated that the tools we were using and how we were using them resulted in results not sensitive enough to differentiate student performance. During AY22-23, the faculty completed a comprehensive overhaul of the KPI assessment plan, incorporating (1) revised field experience assessments with a focus on empirically validated instruments (2) revised portfolio-style comprehensive examination with more sensitive and focused rubrics, and (3) development of Time 1 KPI measures with fully operationalized assignments and rubrics with benchmarks. The first round of these assessments went live in AY22-23; all remaining assessments will launch during AY23-24. We hope these movements will help us better use data for quality improvement.
- After reviewing program evaluation data and converging with local context, the faculty made several decisions:
  - *COUN 645 Foundations in Counselor Education* will move to an every-other-year rotation to be offered following *COUN 650 Seminar in Counselor Education*. This will allow greater attention to developmental sequencing and more efficiency in course delivery.
  - *COUN 670 Supervision* will move to the first fall semester to allow students time to learn concepts prior to implementing them in their first supervision internship during the spring semester
  - Given movement to new budget model and need to maintain GTA support, doctoral students will begin teaching as early as their first semester. In response to shifts in roles and to ensure ethical preparation for teaching, new GTAs who have not completed the teaching course will complete a series of modules from UT's Office of Teaching Learning and Innovation prior to teaching. Our program has worked to standardize curricula new GTAs will deliver. Finally, we modified teaching internships so that all students co-teach a graduate course with a faculty member (internship 1) prior to solo-teaching an

- undergraduate course under faculty supervision (internship 2). In addition to engaging ongoing supervision with course leads, those who are teaching but not enrolled in teaching internship must participate in department-offered GTA group supervision monthly.
- In response to observations of decreased engagement in research, presentations, and peer-reviewed publications, we will (1) pilot a research team model in which doctoral students match to research teams comprised of doctoral candidates and their faculty mentors with at least monthly engagement throughout the first two years, and (2) implement a required research development professional development series for second year students designed to help students extend the ability to use literature to inform research questions and match research questions and designs. Both initiatives will go live in Fall 2023.
  - As part of departmental restructuring, the program discontinued requirement of *COUN 601*, a 1-credit course that served as a professional seminar for all doctoral students in the department. In its place, Counselor Education and School Psychology have collaborated to offer a required, in-depth professional orientation series for all doctoral students. This series will be offered by a rotation of EPC faculty and includes topics such as navigating relationships in academia, library resources, wellness resources for graduate students, IRB, presentations, publication, grantseeking, and career development planning.