Per CACREP 2016 accreditation standards, the Department of Counseling and Educational Psychology (CNEP) publishes an annual report designed to update program stakeholders (students, faculty, alumni, site supervisors, and campus administrators) on the overall health and vitality of the counseling programs. Data presented in this report is specific to the 2018-2019 academic year.

Department Mission Statement

The Department of Counseling and Educational Psychology at Texas A&M University-Corpus Christi, devoted to excellence in instruction, research, and service, prepares graduate-level counselors and counselor educators, representing diverse backgrounds and experiences, to facilitate impactful societal changes at the local, state, national, and international levels.

Overview of the Department

Texas A&M University-Corpus Christi, through the College of Education and Human Development (COEHD), offers two Master of Science (M.S.) degrees preparing top-level counselors to work in clinical mental health settings; hospitals; school systems; marriage, couple, and family counseling centers; and private practice. The Master of Science in Professional Counseling (60 semester hours) offers training in three major areas: a) addictions counseling; b) clinical mental health counseling; and c) marriage, couples, and family counseling. Upon completion of the degree program, students will have met all relevant Texas Licensed Professional Counselor (LPC) educational requirements. Students who complete the marriage, couple, and family counseling emphasis will also meet all relevant Texas Licensed Marriage, Couple and Family Therapist (LMFT) educational requirements. The Master of Science in Professional School Counseling (60 semester hours) prepares students to counsel in PK-12 school settings. Upon completion of their degree program, students will have met all relevant educational requirements for Texas Education Agency school counselor certification and Texas professional counseling licensure (LPC). Students seeking school counseling certification should consult with the professional school counseling program coordinator and certification office staff on campus regarding current state certification requirements to ensure eligibility before graduation. Each student’s personal and professional development will be continually reviewed by faculty. Students failing to demonstrate basic knowledge, appropriate personal and professional deportment, communication skills, interpersonal skills, and/or counseling skills will be asked to seek remediation or may be dismissed from the program.

The Department of CNEP also offers a Doctor of Philosophy (Ph.D.) degree in Counselor Education designed to prepare students for careers as counselor educators and supervisors. The Counselor Education program is a 69-semester hour CACREP-accredited program. Students matriculate through the program in a cohort model across a minimum of three academic years.
Upon completion of the program, students find themselves being competitive for placement in a variety of positions. Through curricular and extracurricular activities, program faculty strive to ensure program graduates are well-equipped to perform at the highest level of effectiveness in their anticipated work settings; functioning as competent classroom instructors, supervisors, researchers, clinicians, and leaders in the profession effectively utilizing their knowledge and skills in advocacy. Each doctoral student’s personal and professional development is systematically reviewed by faculty. Doctoral students failing to demonstrate basic knowledge, personal skills, communication skills, interpersonal skills, and/or counseling skills will be asked to seek remediation or may be dismissed from the program.

The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) has fully accredited all programs in the M.S. in Professional Counseling, M.S. in Professional School Counseling, and Ph.D. in Counselor Education degree programs through 2020.

Program Faculty

**Dr. Joshua C. Watson**  
Professor and Chair

**Dr. Jennifer Gerlach**  
Assistant Professor and Professional School Counseling Program Coordinator

**Dr. Sandy Ann Griffith**  
Assistant Professor and Tex-CHIP/Practicum & Internship Coordinator

**Dr. Michelle Hunnicutt Hollenbaugh**  
Associate Professor and Professional Counseling Program Coordinator

**Dr. Kimberlee Mincey**  
Clinical Assistant Professor and Counseling and Training Clinic Director

**Dr. Kristina Nelson**  
Assistant Professor and Admissions Coordinator

**Dr. Marvarene Oliver**  
Professor and Associate Dean, College of Graduate Studies

**Dr. Wannigar Ratanavivan**  
Clinical Assistant Professor and Tevera Coordinator

**Dr. Richard Ricard**  
Professor and Associate Dean, College of Education and Human Development

**Dr. Robert Smith**  
Regents Professor and Doctoral Program Coordinator
Summary of Program Evaluation Results

Enrollment

The Department of CNEP enrolls students at the masters and doctoral levels. At the master’s level, students can earn M.S. degrees in either Professional Counseling or Professional School Counseling. Students who are choosing the Professional Counseling degree program are able to select from three available specialty tracks, including addictions counseling; clinical mental health counseling; and marriage, couple, and family counseling (MCFC). At the doctoral level, the Department of CNEP offers a Ph.D. degree in Counselor Education. Table 1 provides the current enrollment for each of the programs offered through the Department of CNEP.

Table 1. 2018-2019 Enrollment Statistics

<table>
<thead>
<tr>
<th>Program</th>
<th>Fall 2018</th>
<th>Spring 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full Time</td>
<td>Part-Time</td>
</tr>
<tr>
<td>Addictions Counseling (M.S.)</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Clinical Mental Health Counseling (M.S.)</td>
<td>50</td>
<td>37</td>
</tr>
<tr>
<td>Marriage, Couple, and Family Counseling (M.S.)</td>
<td>16</td>
<td>9</td>
</tr>
<tr>
<td>School Counseling (M.S.)</td>
<td>11</td>
<td>8</td>
</tr>
<tr>
<td>Counselor Education (Ph.D.)</td>
<td>31</td>
<td>10</td>
</tr>
<tr>
<td>Grand Total</td>
<td>113</td>
<td>69</td>
</tr>
</tbody>
</table>

In the fall 2018 semester, the Department of CNEP had a duplicate headcount of 480 students, which generated 1434 student credit hours (SCHs). For spring 2019, the department’s duplicate headcount was 450, which generated 1356 SCHs. The fall 2018 data evidences the continued upward trend for enrollment at the masters and doctoral level. Figures 1 and 2 show the 6-year trend analysis for both duplicated headcount and SCHs.

Figure 1. 6-Year Trend Analysis of Duplicated Headcount

![Duplicated Enrollment](image-url)
Overall, enrollment in the counseling programs appears to be positive. Department of CNEP faculty are exploring recruitment strategies to increase student enrollment slightly, especially in those specialty tracks with lower headcounts (e.g., addictions counseling and school counseling).

Admissions

The program continues to attract a strong applicant pool for both the M.S. degree programs and the Ph.D. program. The 2018-2019 academic year saw 54 students admitted into one of the department’s four master’s degree plans. In the fall 2018 semester, Dr. Kristina Nelson assumed the role of department admissions coordinator. In this role, she has revamped the admissions process for the master’s programs to ensure we are admitting the strongest applicants. As part of the admissions process, applicants are required to participate in small group interviews with other potential students, department faculty, and current doctoral students. Also, applicants participate in a group activity providing the department faculty an opportunity to assess their interpersonal skills. Table 2 shows the number of applicants to the M.S. programs and the decisions reached on these applications for spring 2019, summer 2019, and fall 2019 admission cycles.

Table 2. 2018-2019 Master’s Programs Admissions

<table>
<thead>
<tr>
<th></th>
<th>Spring 2019 COUN</th>
<th>Summer 2019 COUN</th>
<th>Fall 2019 PFCN(^1)</th>
<th>Fall 2019 PFSC(^1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Applications</td>
<td>23</td>
<td>14</td>
<td>50</td>
<td>11</td>
</tr>
<tr>
<td>Admissions</td>
<td>17</td>
<td>10</td>
<td>21</td>
<td>6</td>
</tr>
<tr>
<td>• Full Admit</td>
<td>16</td>
<td>5</td>
<td>18</td>
<td>4</td>
</tr>
<tr>
<td>• Conditional Admit</td>
<td>1</td>
<td>5</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Denials</td>
<td>1</td>
<td>0</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>Other(^2)</td>
<td>5</td>
<td>4</td>
<td>22</td>
<td>4</td>
</tr>
</tbody>
</table>

\(^1\)Beginning with the fall 2019 semester, the counseling degree program (COUN) was split into two separate degree programs (PFCN – professional counseling and PFSC – professional school counseling).

\(^2\)Other refers to students who accepted admission at other universities or students who did not respond to request for campus interview.
At the doctoral level, applicants participate in a group interview with three to four faculty members and a doctoral candidate. During the 2018-2019 academic year, 18 applicants were interviewed for the program with an admission offer extended to 13 individuals. Of those individuals, 12 accepted admission offers and started the program in the fall 2019 semester.

Graduation

Students who meet all degree requirements are eligible to participate in one of three commencement ceremonies. During the 2018-2019 academic year, the Department of CNEP graduated 47 students. Table 3 shows the breakdown of graduates by degree and semester.

Table 3. 2018-2019 Department of CNEP Graduates

<table>
<thead>
<tr>
<th></th>
<th>Fall 2018</th>
<th>Spring 2019</th>
<th>Summer 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.S. Program Graduates</td>
<td>6</td>
<td>12</td>
<td>17</td>
</tr>
<tr>
<td>Ph.D. Program Graduates</td>
<td>2</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Department Total:</td>
<td>8</td>
<td>16</td>
<td>23</td>
</tr>
</tbody>
</table>

Student Performance/Academic Benchmarking

Key Performance Indicators

The Department of CNEP faculty has established a series of Key Performance Indicators (KPIs) to track student learning throughout the program. A separate KPI was created for each of the eight core areas, the four specialty areas offered in the department, and the five doctoral core areas. For each KPI, three separate types of data collected across the curriculum serve as evidence of student learning. Data represents student grades on signature assignments identified as the benchmarks by which students’ depth of knowledge will be assessed. The three types of data, sequenced in terms of their cognitive complexity, include:

**Factual Knowledge** – at this level, students are expected to demonstrate familiarity, awareness, and understanding of the basic terminology, facts, and theories foundational to the counseling profession. Factual knowledge assignments typically are found in the introductory courses entry-level students take early in the curriculum.

**Conceptual Knowledge** – at this level, students are expected to demonstrate the ability to identify various principles, theories, and models as related elements part of a more significant structure representative of the counseling process. Conceptual knowledge assignments are found in courses typically taken toward the end of the student’s first year of training.

**Procedural Knowledge** – at this level, students are expected to demonstrate the ability to translate their understanding of specific techniques, processes, and methodologies into the practice of counseling. Procedural knowledge assignments are typically found toward the end of students’ programs where theory-to-application occurs (e.g., practicum, internship).

The KPI process was developed and piloted during spring 2019 and will be implemented in the 2019-2020 academic year.
Individual Development Plans (IDPs)

The Individual Development Plan (IDP) is a tool used by faculty in the Department of CNEP to help facilitate master’s students’ professional counselor identity development. Master’s students are required to complete the IDP and meet with their faculty advisor to review their responses at various checkpoints throughout their degree plan, such as during enrollment in the Introduction to Counseling course, before beginning CNEP 5397 Practicum, and during enrollment in CNEP 5698 Internship II. The IDP aims to measure students’ knowledge of the counseling profession, their clinical skills needed to be a positive change agent for the community, and their identity development as a professional counselor. The IDP is a self-report instrument evaluating students’ knowledge in professional counseling identity (13 items), their behaviors/activities relating to professional counseling identity (7 items), their attitudes about evidence-based practice (15 items), their socialization and valuing of interprofessional treatment (21 items), their perceptions of transcultural self-efficacy (20 items), and their degree of confidence in multiculturalism and advocacy (30 items). Average IDP scores for each of the content areas are presented for students in the 2018-2019 academic year in Figure 3.

Figure 3. Student IDP scores in each content area across administrations

Based on data presented in Figure 3, students show growth and improved confidence in nearly all areas as they progress through the curriculum. These results suggest that students actively are integrating content presented in coursework into their professional identity and clinical skill sets.

The IDP also collects data to gauge student involvement in several areas germane to developing a robust professional counselor identity. Specifically, students are asked to report on their
membership in student or professional organizations, how many presentations and/or publications they have contributed to, the number of advocacy initiatives in which they have take part, and any scholarships, awards, or professional recognition they may have received. Table 4 provides frequency counts for student engagement on IDPs completed at the beginning of their degree plan (first time), before beginning field-based experiences (second time), and at the end of the degree plan before graduation (third time).

**Table 4. M.S. Student Engagement in Professional Identity Development as Reported in IDPs**

<table>
<thead>
<tr>
<th>Participated Activities</th>
<th>First Time Median (n = 54)</th>
<th>Second Time Median (n = 30)</th>
<th>Third Time Median (n = 46)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of student organizations</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Number of professional workshops or seminars</td>
<td>0</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Number of professional counseling conferences</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Number of professional counseling advocacy initiatives</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Number of presentations at professional counseling conferences</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Number of scholarly activities</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Number of scholarships, awards, or professional recognitions</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Results of the IDP student engagement section show **students becoming more involved in gaining additional skills through extracurricular workshops or seminars** as they progress throughout their degree plans.

Overall, the IDP is a useful tool to evaluate students’ current level of knowledge, activities, attitudes, self-efficacy, and confidence in the development of their professional counseling identity. Department of CNEP faculty regularly utilizes this tool to help facilitate students’ professional and personal growth throughout their degree plan. In so doing, faculty help students identify their strengths and limitations as well as work collaboratively with them to increase their knowledge of the counseling profession, enhance their professional counselor identity, improve their clinical skills, and **position them to become positive change agents in their communities**.

**Professional Dispositions**

The Department of CNEP has begun monitoring student progress via the *Professional Issues and Behavior Rating Scale* (PIBRS). The PIBRS is an assessment tool used by program faculty to evaluate students’ ability to interact with peers, faculty, and supervisors appropriately, and their ability to accept and respond to feedback. It includes 20 items and utilizes a five-point response scale with values ranging from **poor (-2)** to **excellent (+2)**.
Beginning spring 2019, the Department of CNEP began tracking PIBRS data via Tevera, our online documentation system for students enrolled in practicum or internship. **Starting spring 2020, the Department of CNEP will begin tracking this information throughout students’ coursework** and the PIBRS will be administered in CNEP 5304 Introduction to Counseling, CNEP 5384 The Counseling Process, CNEP 5397 Practicum, and CNEP 5698 Internship. Figure 3 compares student’s average PIBRS scores for the spring and summer 2019 semesters.

**Figure 3. Department of CNEP master’s student PIBRS scores**

As noted in Figure 3, students score high across the board, with **no section receiving an average score below 4**. Data suggests students scoring lowest in the categories requiring self-reflection and personal evaluation. The Department of CNEP faculty is reviewing ways to **help students become more self-aware and able to evaluate their emerging roles as professional counselors critically**.

**Practicum and Internship Final Evaluations**

The Department of CNEP faculty monitor student progress via final evaluations by site supervisors in CNEP 5397 Practicum and CNEP 5698 Internship. These evaluations include questions regarding personal behavior, basic counseling skills, and advanced counseling skills. The following tables present the results of the final evaluations for the academic year 2018-2019 for all students enrolled in field-based courses (Figure 4) and a breakdown of averages for specific tracks other than clinical mental health counseling (Figure 5). All students are evaluated on the process and basic skills (30 items) and personal and professional behavior (21 items). A five-point response set with values ranging from **unsatisfactory (1)** to **outstanding (5)** is used to score student performance on each item.

\[\text{Note. } N = 84\]
Figure 4. M.S. Student Final Evaluations (Process/Skills and Personal/Behavior Scores)

Note. Process and skills scores range from 30-150, personal and behavior scores range from 21-105

Figure 5. M.S. Student Final Evaluations (Special Emphasis Scores)

Note. School emphasis scores range from 5-55; addictions emphasis scores range from 8-40; marriage, couple, and family emphasis scores range from 5-25

Data in Figure 4 shows students in the program are rated highly on their process and skills, suggesting they are gaining the knowledge and experience needed to become competent clinical practitioners. Scores for the personal and behavior section tend to be more positively skewed and are an area of further exploration for the Department of CNEP faculty. Among special emphasis areas, students in these CACREP-accredited tracks appear to be gaining the knowledge, skills, and dispositions needed to effectively counsel in these settings and report high degrees of confidence in their abilities.
Comprehensive Examination

Students in the master’s programs must pass a comprehensive examination as part of their degree requirements. The Department of CNEP has elected to use the Counselor Preparation Comprehensive Examination (CPCE) as its comprehensive examination. The CPCE is a 160-item multiple-choice examination that covers the eight Council for the Accreditation of Counseling and Related Educational Programs (CACREP) common-core areas as defined by their Standards for Preparation. A composite score of 95 (equal to 70%) is required to pass the examination. Table 5 highlights student performance in each semester.

Table 5. Department of CNEP master’s student CPCE scores

<table>
<thead>
<tr>
<th></th>
<th>Fall 2018</th>
<th>Spring 2019</th>
<th>Summer 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students taking CPCE</td>
<td>22</td>
<td>39</td>
<td>28</td>
</tr>
<tr>
<td>Number of students who passed</td>
<td>21</td>
<td>31</td>
<td>24</td>
</tr>
<tr>
<td>Percentage of students passing</td>
<td>95.45%</td>
<td>79.49%</td>
<td>85.71%</td>
</tr>
<tr>
<td>Department of CNEP average:</td>
<td>89.36</td>
<td>85.36</td>
<td>86.07</td>
</tr>
<tr>
<td>National average:</td>
<td>87.60</td>
<td>81.70</td>
<td>81.20</td>
</tr>
</tbody>
</table>

As noted in Table 5, the Department of CNEP students has a higher average score on the CPCE as compared to the national average. Since the CPCE was added as the comprehensive examination used at the master’s level in the fall of 2017 student performance has improved every semester with new resources and study aids added regularly.

At the doctoral level, students sit for their comprehensive examination at the end of their second year in the program. The doctoral comprehensive examination consists of written responses on each of the five CACREP doctoral competencies. Based on the quality of their writing and the depth of their knowledge, students may be asked to participate in an oral examination or rewrite their original responses. This year, 100% of doctoral students completed their comprehensive examinations, advancing to doctoral candidacy.

Licensure/Certification Examination

Students interested in state licensure and/or national certification are eligible to sit for the National Counselor Examination (NCE) during their final semester in the program. During the 2018-2019 academic year, 16/17 students passed the NCE for a 94% success rate (compared to an 88% success rate at the national level). Students in the school counseling degree program seeking school counselor certification took the TExES School Counselor (152). During the 2018-2019 academic year, 6/6 students passed the TExES examination for a 100% success rate.

Summary of Program Modifications

During the 2018-2019 academic year, the Department of CNEP faculty examined several opportunities to improve the programs offered and overall department functioning. Many of the modifications made were put into effect, beginning with the fall 2019 semester. A description of the changes made and the rationale for them follows.
Changes to Course Prerequisites

At the master’s level, students enter Department of CNEP programs throughout the year. With students starting degree plans in the fall, spring, and summer, challenges arose for some students looking to sequence courses in accordance with the scheduled course offerings. To alleviate some of these challenges, program faculty reviewed the prerequisites listed for courses and made changes where warranted. Many of the prerequisites were removed, allowing students the ability to find courses to take each semester without having to worry about registration holds in place due to not meeting prerequisites. In other cases, prerequisites were modified to better align with the changes made to the curriculum and scheduled course offerings. Beginning with the fall 2019 semester, students will find most of the course prerequisites removed and greater flexibility in putting together a class schedule. The courses where prerequisites were modified and/or removed include:

- CNEP 5313 Theories and Techniques in Substance Abuse Counseling
- CNEP 5321 Advanced Strategies in Process Addictions and Substance Abuse
- CNEP 5327 Ethical and Legal Issues in Counseling
- CNEP 5381 Psychodiagnosis and Treatment Strategies
- CNEP 5698 Internship

Changes to Practicum and Internship

Changes to the field-based study component were made to bring the master’s level programs in compliance with the 2016 CACREP Standards. The first change added a requirement that students document a minimum of 10 direct hours of group counseling experience across all their practicum and internship experiences. For students earning practicum and internship hours at sites that do not provide group counseling experiences, program faculty identified opportunities for students to gain these hours at either the on-campus Counseling and Training Clinic or the downtown Antonio E. Garcia Arts and Education Center through existing programs and new offerings.

The second change involved the professional liability insurance students are expected to maintain throughout their practicum and internship experiences. Previously, students in the Department of CNEP were covered under an umbrella policy provided to them by the TAMU system. However, CACREP Standards now stipulate students must carry their professional liability policies. As a result, students in the counseling programs were informed of the need to purchase their policies beginning in fall 2019. Information was provided to students on affordable options available to them.

Changes to the Comprehensive Examination Policy

Efforts were made to refine the comprehensive examination process at both the masters and doctoral levels.

At the master’s level, changes were made to the scoring and administration components of the current policies. In terms of scoring, students now can use a composite score to document
The completion of this degree requirement. **The composite score represents the cumulative total of students’ highest scores in each of the eight content areas across all test attempts.** The use of the composite score has resulted in a greater number of students passing the comprehensive examination in fewer attempts. The average number of attempts for students to achieve a passing score on the comprehensive examination is 2.3.

At the doctoral level, the administration of the comprehensive examination was modified to provide additional gatekeeping opportunities for program faculty to identify students who may need additional support. For doctoral students starting the program in fall 2019, **instead of taking the comprehensive examination in the summer of their second year, they now take the comprehensive examination in both the summer of their first and second years.** At the end of the first summer session of their first year, students are presented with questions 1-3 of their comprehensive examination. This writing task requires students to provide detailed responses to the prompts provided by synthesizing the contemporary literature and supporting their responses with available research. Responses are reviewed and rated by a committee of three faculty members (typically the student’s departmental dissertation committee members). At the end of the first summer session of their second year, students are presented with questions 4 and 5 and the process used in year one being repeated. An oral examination is scheduled for all students as an opportunity to address any noted deficiencies in responses and provide clarification as needed. Successful completion of the doctoral comprehensive examination advances students to the candidacy stage. **Separating writing across two summers allows faculty to intervene should such a course of action be needed.** Also, allowing students to take the questions home provides opportunity for more in-depth responses that better illustrate their competency in the core curricular areas of teaching, supervision, counseling, research, and leadership/service.

**Department of CNEP Student Organizations**

The Department of CNEP has sponsored two student organizations recognized by the UCSO. The Theta Alpha Mu chapter of Chi Sigma Iota (CSI) is the local affiliate of the counseling profession national honor society. Students are extended invitations to join the chapter and CSI International based on their academic performance, commitment to the profession, and recommendation of the chapter’s faculty advisor. The Counselor Education Research Consortium (CERC) served as an outlet for students to learn more about research and collaborate on research projects with peers and program faculty. **In the fall 2019 semester, these two organizations merged, with CERC now becoming a research committee housed in the local CSI chapter.** The combining of these two organizations allows a single faculty advisor to provide greater oversight of student activities, combines funds raised by students, and allows for program activities to more closely align with a singular mission and vision. Further, the pool of student leaders is not diffused across multiple organizations, allowing for a stronger leadership team for the unified organization.
Substantial Program Changes

In addition to the previously mentioned program modifications, several substantial program changes were voted on in the past year and are in the process of being implemented. Included in the list of substantial program changes are the following:

Additions to the Course Catalog

Department of CNEP faculty spent the year designing new courses to add to the master’s and doctoral curricula to reflect current trends in the profession and better prepare students for career success. These courses were voted on and approved by all departmental, college, and university committees. They will begin being integrated into program curricula starting with the fall 2019 semester. Approved courses include:

- CNEP 5309 Grief and Loss Counseling (will be added beginning fall 2020)
- CNEP 6340 Diversity in Counselor Education
- CNEP 6354 Counselor Education Pedagogy
- CNEP 6385 Qualitative Design II

Changes to the Curriculum

At the master’s level, changes were made to the clinical mental health counseling and school counseling degree plans to allow for electives. Both programs still feature a 60-hour program of study. Going forward, students in all CACREP-accredited master’s program tracks accept for the marriage, couple, and family counseling track will have the ability to add one 3-credit hour elective to their program of study. This change allows students the flexibility to supplement their core education with specific coursework relevant to their anticipated work area. To facilitate the addition of an elective, the following changes were made to existing degree plans:

In the clinical mental health counseling track, CNEP 5319 (Introduction to Clinical Mental Health Counseling) was merged with CNEP 5304 (Introduction to Counseling) to form a hybrid course called Introduction to Professional Counseling. In the school counseling track, CNEP 5315 Responsive Services in Schools and CNEP 5318 Consultation in School Settings were combined into one course. These changes will take effect beginning in fall 2021.

At the doctoral level, the degree plan was changed substantially. In addition to adjusting the sequence of courses, three new courses were added to the curriculum in place of three courses that were removed. The degree plan still consists of 69 credit hours in total across three academic years. The courses added were CNEP 6340 Diversity in Counselor Education, CNEP 6354 Counselor Education Pedagogy, and CNEP 6385 Qualitative Design II. Courses removed from the degree plan include CNEP 6319 Application of Family Counseling, CNEP 6325 Advanced Seminar in Career and Life Planning, and CNEP 6345 Knowledge-Base in Counselor Education. The Department of CNEP faculty believes the new curriculum better aligns with the 2016 CACREP doctoral core competencies and prepares graduates to be more competitive on the counselor education job market.
Changes at the Counseling and Training Clinic

Following the 2019 spring semester, Dr. Yvonne Castillo retired from TAMU-CC. Her presence on the Department of CNEP faculty and leadership at the Counseling and Training Clinic will be missed. In summer 2019, Dr. Kimberlee Mincey was appointed the interim director of the Clinic as a national search was launched. In August 2019, the interim tag was removed, and Dr. Kimberlee Mincey was named permanent director, joining the Department of CNEP faculty as a clinical assistant professor.

Along with a new director, the Clinic has a new operating schedule. The Clinic now operates four days per week, with client sessions scheduled between Monday and Thursday, from 12:00-8:00 PM. Beginning in spring 2020, the Clinic will serve as a Tex-CHIP-eligible site for practicum and internship students, with the CONHS nursing students operating a community health clinic at the Clinic on Monday afternoons from 12:00-4:00 PM.

Changes to the Program

In December 2018, the Department of CNEP contracted with Tevera and implemented its field education program management system. The program automates the entire practicum and internship experience and digitizes all paperwork. Students now search for sites, apply for practicum or internship, log hours, submit forms, and complete assignments online. The system has improved the ability of the program to track students and monitor progress toward completion of all field-based curricular requirements. Students purchase a personal license to the Tevera system when they start the program. The cost of the program is subsidized by the COEHD, with students paying half the cost ($100) and the college picking up the other half. As an added benefit, students have lifetime access to their accounts and can use record logs when applying for their state licensure at any time in the future.