COUN 860 Counselor Education and Supervision Professional Identity-NewCrs-2016-08-23

• The workflow icon is no longer available. Please click on the Page Status after the orange circle icon near the page title. *

Form Information

The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

First Step: ONLY change the text in the [brackets] so it looks like this: CRIM 101 Intro to Criminology-NewCrs-2015-08-10

• If DUAL LISTED list BOTH courses in the page title

Second Step: Click "SAVE" on bottom right

- DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS
- Please be sure to remove the Brackets while renaming the page

Third Step: Make sure the word <u>DRAFT</u> is in yellow at the top of the proposal

Fourth Step: Click on "EDIT CONTENTS." (not EDIT) and start completing the template. When exiting or when done, click "SAVE" on bottom right

When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow.

*Indicates a required field

Proposer*	Kim Desmond, Ph.D.	Proposer Email*	kdesmond@iup.edu
Contact Person*	Kim Desmond, Ph.D.	Contact Email*	kdesmond@iup.edu
Proposing Department/Unit*	Counseling	Contact Phone*	724-357-2306

(A) Course Prefix*	See the Registrar's List of Unavailable Course Numbers at http://www.iup.edu/WorkArea/linkit.aspx? LinkIdentifier=id&ItemID=129323
	COUN
(B) Course Number*	If Dual Listed, enter both course numbers
Number	860
(C) Course Title*	Counselor Education and Supervision Professional Identity
(D) Course Level*	graduate-level
(E) Cross Listed*	Dual Listed = Courses listed at two levels, such as undergraduate and graduate, masters and doctoral, etc. Cross Listed = Course has more than one prefix such as GEOG/RGPL 233
210104	NO
	If YES, with:
(F) Variable Credit*	NO
	If YES, enter the number of credits:
(G) Variable Title*	NO
	If YES, enter the title(s):

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(O) Student Learning	These should be measurable, appropriate to the course level, and phrased in terms of <u>student achievement</u> , not instructional or content outcomes		
Outcomes*	If dual listed, indicate additional learning objectives for the higher level course.		
	 Discuss the importance and process of professional writing for publication, professional conference and preparation, and exploration of other sources of funding. Utilize evidence based counseling practices Describe the legal, ethical, and responsibilities in clinical supervision including supervisory relationships remediation, and gatekeeping. Evaluate the roles and responsibilities related to educating counselors and explore pedagogical teachin counselor education. Summarize ethical and culturally relevant strategies used in counselor preparation and the role of mentite Synthesize emergent research practices and processes to create research questions appropriate for prevand publication. Apply leadership and leadership development in professional organizations as well as those who are prevanselor education programs. Summarize accreditation standards and processes. Explain current topical and political issues in counseling and how those issues affect the daily work of counseling profession. Describe the role of counselors and counselor educators advocating on behalf of the profession and procession and profession. 	e, evaluation, g methods relevant to oring. ofessional research oviding leadership in ounselors and the	
(P) Brief Course Outline* For Each Outcome Describe How the	Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not nece specific readings, calendar, or assignments As outlined by the federal definition of a "credit hour", the following should be a consideration regarding stud one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.	-	
Outcome Will Be Achieved	Торіс		
Dertonieved	Topic 1: Challenges and Rewards of pursuing a Ph.D., The Benefits and Expectations of Holding a Ph.D.		
	Topic 2: The Meaning and Value of a Doctoral Degree in Counseling, CACREP Standards		
	Topic 3: Overview of IUP CES Program, Comprehensive Exam, Dissertation Process		
	Topic 4: Making a Career as a Doctoral Level Counselor Educator		
	Topic 5. Scholarship in Academia		
	Topic 6: The Doctoral Level Researcher		
	Topic 7: Informing Professional Development as a Counselor Educator		
	Topic 8: Service and Leadership in the Profession and in Academia		
	Topic 9: Professional Conferences, Presentations and Proposals		
	Topic 10: Evidence Based Counseling Practices		

Rationale for Proposal		
(Q) Why is this Course Being Proposed?*	This course is part of the curriculum for the proposed Ph.D. in Counselor Education and Supervision program. The course is designed to help meet the Council for Accreditation of Counseling and Related Educational programs doctoral level standards.	
(R) University Senate Summary of Rationale	Please enter a single paragraph summary/rationale of changes or proposal for University Senate.	
	This course is part of the curriculum for the proposed Ph.D. in Counselor Education and Supervision.	

(S) How Does it Fit into the Departmental Curriculum?*	Check all that apply Core Requirement
	If Other, please explain:
(T) Is a Similar Class Offered in Other Departments?*	NO
	Please Provide Comment:
(U)Does it Serve the College/University Above and	NO
Beyond the Role it Serves in the Department?*	Please Provide Comment:
(V) Who is the Target Audience for the Course?*	Course Designed for Majors
	If Other, please explain:
(W) Implications for Other	A. What are the implications for other departments?
Departments*	(For Example: overlap of content with other disciplines, requirements for other programs)
	This course is discipline specific and designed to help meet accreditation requirements. There is no overlap with other departments.
	B. How have you addressed this with other department(s) involved? What was the outcome of that attempt?
	N/A
(X) Attach Supporting Documents for Implications,	File Modified
if Necessary	
(Y) Are the Resources Adequate?*	(i.e. faculty, space, equipment, laboratory supplies, library materials, travel funds, etc.) YES
	Please Provide Comment:

Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course

If Completing this Section,	
Check the Box to the Right:	
Course Prefix/Number	
Course Title	
Type of Proposal	See CBA, Art. 42.D.1 for Definition
	online
Brief Course Outline	Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments
	As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or
	direct faculty instruction, there should be a minimum of two hours of out of class student work.
	Rationale for Proposal (Required Questions from CBA)
How is/are the instructor(s) qualified	
in the Distance Education delivery	
method as well as the discipline?	
For each outcome in the course, describe	
how the outcome will be achieved using	
Distance Education technologies.	
How will the instructor- student and	
student-student interaction take place?	
(if applicable)	
How will student achievement be evaluated?	
How will academic honesty for tests	
and assignments be addressed?	

Liberal Studies Section

- Complete this section only for a new Liberal Studies course or Liberal Studies course revision

Liberal Studies Course Designations (Check all that apply)		
Learning Skills:		
Knowledge Area:		
Liberal Studies Elective	Please mark the designation(s) that apply - must meet at least one	
Expected Undergraduate Student	Describe how each Student Learning Outcome in the course enables students to become Informed Learners, Empowered Learners and/or Responsible Learners	
Learning Outcomes	See http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694	
(EUSLOs)		
Description of the Required	Narrative on how the course will address the Selected Category Content	
Content for this Category		
All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.		
	Please answer the following questions.	
Liberal Studies courses must include		
the perspectives and contributions		
of ethnic and racial minorities and		
of women whenever appropriate to		
the subject matter. Please explain		
how this course will meet this		
criterion.		
Liberal Studies courses require the		
reading and use by students of at		
least one non-textbook work of		
fiction or non-fiction or a collection		
of related articles. Please describe		
how your course will meet this		
criterion.		

Teacher Education Section

- Complete this section only for a new Teacher Education course or Teacher Education course revision

If Completing this Section, Check the Box to the Right:	
Course Designations:	
Key Assessments	
•	For both new and revised courses, please attach (see the program education coordinator): The Overall Program Assessment Matrix The Key Assessment Guidelines The Key Assessment Rubric File Modified No files shared here yet. Drag and drop to upload or browse for files
Narrative Description of the Required Content	How the proposal relates to the Education Major

For Deans Review

Are Resources Available/Sufficient for this Course?

Is the Proposal Congruent with the College Mission?

Has the Proposer Attempted to Resolve Potential Conflicts with Other Academic Units?

Comments:

Please scroll to the top and click the Page Status if you are ready to take action on the workflow. Please submit an ihelp if you have any questions http://ihelp.iup.edu