

COUN 960 Doctoral Field Experience in Counselor Education-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 ***DRAFT*** 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*	<i>If Dual Listed, enter both course numbers</i> 960
(C) Course Title*	Doctoral Field Experience in Counselor Education
(D) Course Level*	graduate-level
(E) Cross Listed*	<i>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</i> 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):

(H) Number of Credits*	<p>Class Hours:3</p> <p>Lab Hours:</p> <p>Credits:</p>
(I) Repeatable Course*	<p>YES</p> <p>If YES, please complete the following:</p> <p style="padding-left: 40px;">Number of Credits that May be Repeated: 3</p> <p style="padding-left: 40px;">Maximum Number of Credits Allowed to be Repeated: 6</p>
(J) Prerequisite(s)	<p>COUN 860</p> <p>COUN 870</p> <p>COUN 880</p> <p>COUN 890</p> <p>COUN 900</p> <p>COUN 910</p> <p>COUN 920</p> <p>COUN 930</p> <p>COUN 940</p>
(K) Co-requisite(s)	<p><i>This means that another course must be taken in the same semester as the proposed course</i></p> <p>None</p>
(L) Additional Information	<p><i>Check all that apply. Note: Additional documentation will be required</i></p> <p><i>* Teacher Education: Please complete the Teacher Education section of this form (below)</i></p> <p><i>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</i></p> <p><i>* Distance Education: Please complete the Distance Education section of this form (below)</i></p>
(M) Recommended Class Size	<p>YES</p> <p>Number (Enter Zero if No):18</p> <p>If YES: (Check one of the following reasons and provide a narrative explanation)</p> <p>Accreditation body standards/recommendations</p> <p>Explain (required):</p> <p>The cohort size will be no more than 18 to maintain accreditation ratios.</p>

<p>(N) Catalog Description*</p>	<p><i>Guidelines: Do not include pre/co-requisite information here. The registrar prefers a concise description of course content, beginning with an active verb.</i></p> <p>Applies counselor education knowledge and skills in a 300-hour intensive capstone field experience in three of the following five areas: counseling, supervision, teaching, research and scholarship, and leadership and advocacy. Under supervision, experience is gained in a customized field setting relevant to student's professional goals. Repeated for a maximum of 6 credits.</p>
<p>(O) Student Learning Outcomes*</p>	<p><i>These should be measurable, appropriate to the course level, and phrased in terms of <u>student achievement</u>, not instructional or content outcomes</i></p> <p><i>If dual listed, indicate additional learning objectives for the higher level course.</i></p> <p>Over the course of the two semester, 600 hour field experience, students will apply doctoral program knowledge and skills in a customized field setting relevant to the student's professional goals. Students will create a learning contract identifying specific goals in three of the following five doctoral core areas: counseling, supervision, teaching, research and scholarship, & leadership and advocacy.</p> <p>A. Students will be expected to:</p> <ol style="list-style-type: none"> 1. create a comprehensive presentation proposal that could be submitted to a professional conference <p>B. In addition, the following learning outcomes will be completed for the areas selected by the student:</p> <ol style="list-style-type: none"> 1. COUNSELING <ol style="list-style-type: none"> a. integrate and apply theories relevant to counseling and conceptualize clients from multiple theoretical perspectives b. demonstrate evidence-based counseling practices c. articulate methods for evaluating counseling effectiveness d. use ethical and culturally relevant counseling in multiple settings 2. SUPERVISION <ol style="list-style-type: none"> a. formulate a personal style of clinical supervision and demonstrate clinical supervision skills b. assess supervisees' developmental level and other relevant characteristics c. illustrate modalities of clinical supervision and the use of technology d. demonstrate administrative procedures and responsibilities related to clinical supervision e. implement evaluation, remediation, and gatekeeping in clinical supervision f. apply legal and ethical issues/responsibilities in clinical supervision g. use culturally relevant strategies for conducting clinical supervision 3. TEACHING <ol style="list-style-type: none"> a. demonstrate humanistic instructional and curriculum design, delivery, and evaluation methods relevant to counselor education b. implement screening, remediation, and gatekeeping functions relevant to teaching c. administer assessment of student learning d. utilize ethical and culturally relevant strategies used in counselor preparation e. provide mentoring in counselor education 4. RESEARCH AND SCHOLARSHIP <ol style="list-style-type: none"> a. demonstrate the application of research designs appropriate to quantitative and qualitative research questions b. apply models and methods of instrument design, program evaluation and/or other appropriate research methods c. articulate research questions appropriate for professional research and publication d. identify potential grants for a research project e. utilize ethical and culturally relevant strategies for conducting research 5. LEADERSHIP AND ADVOCACY <ol style="list-style-type: none"> a. Apply theories and demonstrate skills of leadership b. exhibit the role of counselors and counselor educators advocating on behalf of the profession and professional identity c. apply models and competencies for advocating for clients at the individual, system, and policy levels d. demonstrate leadership strategies in relation to current multicultural and social justice issues e. utilize ethical and culturally relevant leadership and advocacy practices

<p>(P) Brief Course Outline*</p> <p>For Each Outcome Describe</p> <p>How the Outcome Will Be Achieved</p>	<p><i>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</i></p> <p><i>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.</i></p> <p>Topic 1: Overview of Doctoral Field Experience Requirements and Establishing a Learning Contract</p> <p>Topic 2: Navigating the Counselor Education Field Experience Journey</p> <p>Topic 3: Exploring Self-Care Strategies for Counselor Educators</p> <p>Topic 4: Developing Professional Conference Presentation Proposal(s)</p> <p>Topic 5: Integrating Counseling Theory and Utilizing Conceptualization Skills</p> <p>Topic 6: Applying Clinical Supervision Skills</p> <p>Topic 7: Teaching in Counselor Education</p> <p>Topic 8: Conducting Research and Engaging in Scholarship</p> <p>Topic 9: Engaging in Leadership and Advocacy Roles</p> <p>Topic 10: Participating Group Supervision and Consultation on Field Experience Cases/Experiences</p>
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Rationale for Proposal	
(Q) Why is this Course Being Proposed?*	<p>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.</p>
(R) University Senate Summary of Rationale	<p><i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i></p> <p>This course is part of the curriculum for the proposed Ph.D. in Counselor Education and Supervision.</p>
(S) How Does it Fit into the Departmental Curriculum?*	<p><i>Check all that apply</i></p> <p>Core Requirement Major Requirement</p> <p>If Other, please explain:</p>
(T) Is a Similar Class Offered in Other Departments?*	<p>NO</p> <p>Please Provide Comment:</p>
(U) Does it Serve the College/University Above and Beyond the Role it Serves in the Department?*	<p>NO</p> <p>Please Provide Comment:</p>

(V) Who is the Target Audience for the Course?*	<p>Course Designed for Majors</p> <p>If Other, please explain:</p>				
(W) Implications for Other Departments*	<p>A. What are the implications for other departments?</p> <p>(For Example: overlap of content with other disciplines, requirements for other programs)</p> <p>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.</p> <p>B. How have you addressed this with other department(s) involved? What was the outcome of that attempt?</p>				
(X) Attach Supporting Documents for Implications, if Necessary	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 5px;">File</th> <th style="text-align: left; padding: 5px;">Modified</th> </tr> </thead> <tbody> <tr> <td colspan="2" style="border-top: 1px solid black; height: 20px;"></td> </tr> </tbody> </table>	File	Modified		
File	Modified				
(Y) Are the Resources Adequate?*	<p><i>(i.e. faculty, space, equipment, laboratory supplies, library materials, travel funds, etc.)</i></p> <p>YES</p> <p>Please Provide Comment:</p>				

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	<p><i>See CBA, Art. 42.D.1 for Definition</i></p> <p>online</p>

Brief Course Outline	<p><i>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</i></p> <p><i>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</i></p> <p><i>direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p>
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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?	
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For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;">Outcome</td> <td style="width: 50%; vertical-align: top;">Distance Education</td> </tr> </table>	Outcome	Distance Education
Outcome	Distance Education		

Students will:

Over the course of the two semester, 600 hour field experience, students will apply doctoral program knowledge and skills in a customized field setting relevant to the student's professional goals. Students will create a learning contract identifying specific goals in three of the following five doctoral core areas: counseling, supervision, teaching, research and scholarship, & leadership and advocacy.

Discussion Forums,
Summative
Assignment (SA),
Quizzes, Module
Assignments

The following learning outcomes will be completed for the areas selected by the student:

1. COUNSELING

- a. integrate and apply theories relevant to counseling and conceptualize clients from multiple theoretical perspectives
- b. demonstrate evidence-based counseling practices
- c. articulate methods for evaluating counseling effectiveness
- d. use ethical and culturally relevant counseling in multiple settings
- e. create a comprehensive presentation proposal that could be submitted to a professional conference

1. SUPERVISION

- a. formulate a personal style of clinical supervision and demonstrate clinical supervision skills
- b. assess supervisees' developmental level and other relevant characteristics
- c. illustrate modalities of clinical supervision and the use of technology
- d. demonstrate administrative procedures and responsibilities related to clinical supervision
- e. implement evaluation, remediation, and gatekeeping in clinical supervision
- f. apply legal and ethical issues/responsibilities in clinical supervision
- g. use culturally relevant strategies for conducting clinical supervision
- h. create a comprehensive presentation proposal that could be submitted to a professional conference

1. TEACHING

- a. Apply theories and demonstrate skills of leadership
 - b. exhibit the role of counselors and counselor educators advocating on behalf of the profession and professional identity
 - c. apply models and competencies for advocating for clients at the individual, system, and policy levels
 - d. demonstrate leadership strategies in relation to current multicultural and social justice issues
 - e. utilize ethical and culturally relevant leadership and advocacy practices
 - f. create a comprehensive presentation proposal that could be submitted to a professional conference
- a. demonstrate humanistic instructional and curriculum design, delivery, and evaluation methods relevant to counselor education
 - b. implement screening, remediation, and gatekeeping functions relevant to teaching
 - c. administer assessment of student learning
 - d. utilize ethical and culturally relevant strategies used in counselor preparation
 - e. provide mentoring in counselor education
 - f. create a comprehensive presentation proposal that could be submitted to a professional conference

1. RESEARCH AND SCHOLARSHIP

- a. demonstrate the application of research designs appropriate to quantitative and qualitative research questions
- b. apply models and methods of instrument design, program evaluation and/or other appropriate research methods
- c. articulate research questions appropriate for professional research and publication
- d. identify potential grants for a research project
- e. utilize ethical and culturally relevant strategies for conducting research
- f. create a comprehensive presentation proposal that could be submitted to a professional conference

1. LEADERSHIP AND ADVOCACY

- a. Apply theories and demonstrate skills of leadership
- b. exhibit the role of counselors and counselor educators advocating on behalf of the profession and professional identity
- c. apply models and competencies for advocating for clients at the individual, system, and policy levels
- d. demonstrate leadership strategies in relation to current multicultural and social justice issues
- e. utilize ethical and culturally relevant leadership and advocacy practices
- f. create a comprehensive presentation proposal that could be submitted to a professional conference

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


If Completing this Section, Check the Box to the Right:	<input type="checkbox"/>
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Liberal Studies Course Designations (Check all that apply)	
Learning Skills:	
Knowledge Area:	
Liberal Studies Elective	<i>Please mark the designation(s) that apply - must meet at least one</i>
Expected Undergraduate Student Learning Outcomes (EUSLOs)	<i>Describe how each Student Learning Outcome in the course enables students to become Informed Learners, Empowered Learners and/or Responsible Learners See http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694</i>
Description of the Required Content for this Category	<i>Narrative on how the course will address the Selected Category Content</i>
<p>All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.</p> <p>Please answer the following questions.</p>	

<p>Liberal Studies courses must include</p> <p>the perspectives and contributions</p> <p>of ethnic and racial minorities and</p> <p>of women whenever appropriate to</p> <p>the subject matter. Please explain</p> <p>how this course will meet this</p> <p>criterion.</p>	
<p>Liberal Studies courses require the</p> <p>reading and use by students of at</p> <p>least one non-textbook work of</p> <p>fiction or non-fiction or a collection</p> <p>of related articles. Please describe</p> <p>how your course will meet this</p> <p>criterion.</p>	

Teacher Education Section

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

<p>If Completing this Section,</p> <p>Check the Box to the Right:</p>	
<p>Course Designations:</p>	
<p>Key Assessments</p>	
	<p>For both new and revised courses, please attach (see the program education coordinator):</p> <ul style="list-style-type: none"> • The Overall Program Assessment Matrix • The Key Assessment Guidelines • The Key Assessment Rubric <p style="text-align: center;">File Modified</p> <hr style="width: 20%; margin: auto;"/> <p>No files shared here yet.</p> <ul style="list-style-type: none"> • Drag and drop to upload or browse for files 
<p>Narrative Description of the Required Content</p>	<p><i>How the proposal relates to the Education Major</i></p>

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>