I. Course Description
This course provides doctoral students with the opportunity to demonstrate writing skills and research knowledge in Counselor Education. All major areas of study in counselor education (CACREP core areas) are emphasized. Doctoral students complete a series of written examinations. All examination questions are assessed through a rubric. Doctoral students are expected to also verbally demonstrate their knowledge of the field of counseling and defend their responses. Participants will bring to class research papers and scholarly publications.

II. Rationale
This is a prerequisite seminar to the comprehensive examination which provides a capstone experience for students as they progress through their doctoral studies. Students demonstrate their knowledge of the profession through written & oral discussion.

III. State Adopted Proficiencies for Teachers and/or Administrators/Counselors

A. School Counselor (State Adopted)
   1. Learner Centered Knowledge
   2. Learner Centered process
   3. Learned Centered Professional Development
   4. Equity in Excellence for All Learners
   5. Learner Centered

B. Professional Counselor (Academic Competencies required by Texas State board of Licensed professional Counselors)
   1. Counseling Methods/Techniques
   2. Social, Cultural, and Family Issues
   3. Ethics and Professional Issues

C. Marriage and Family therapist (Academic Areas required b the Texas State board of Examiners of Marriage and Family therapists)
   1. Assessment and treatment in family therapy
   2. Ethics and professional issues
   3. Human development
   4. Family studies

IV. TEExES Competencies
A. 001 Human Development
B. 002 Environmental Influences
C. 003 Diversity
D. 004 Program Management
E. 005 Developmental Guidance Program
F. 006 Responsive Services
G. 007 Individual Planning
V. Course Objective and Student Learning Outcomes

Overall Objective:

Demonstrate knowledge of the seven content areas identified by CACREP (Section II, C, 1-7 and skills in leadership, advocacy, and counseling. (measured by written responses to each area using a rubric with an 8 or higher competency score in each area of assessment).

Student Learning Outcomes

Students will demonstrate knowledge of:

Theories pertaining to the principles and practice of counseling, career development, group work, systems, consultation, and crises, disasters, and other trauma causing events. (CACREP; SECTION II, C. 1).

Theories and practices of counselor supervision, (CACREP; SECTION II, C. 2).

Instructional theory and methods relevant to counselor education, (CACREP; SECTION II, C. 3).

Pedagogy relevant to multicultural issues and competencies, including social change theory and advocacy action planning. (CACREP; SECTION II, C, 4).

Design, implementation, and analysis of quantitative and qualitative research, (CACREP; SECTION II, C, 5).

Models and methods of assessment and use of data, (CACREP; SECTION II, C, 6).

Ethical and legal considerations in counselor education and supervision (e.g., ACA Code of Ethics, other relevant codes of ethics, & standards of practice). (CACREP; SECTION II, C, 7)

Advocacy, leadership, and counseling skills and strategies, (CACREP; SECTION II, H, 2 & I, 1 & 2).
VI. **Course Topics**
The major topics include: Theoretical foundations of counseling
Leadership & advocacy
Ethics and ethical issues
Diversity/multiculturalism
Research & models of assessment
Supervision
Counselor education pedagogy
Counseling skills & case conceptualization

VII. **Instructional Methods and Activities**
This is a seminar focusing on writing skills and the knowledge considered essential for doctoral students in a Counselor Education Program.

VIII. **Course Policies, Evaluation and Grade Assignments:**
The methods of evaluation and criteria for grade assignments are as follows:
1. Class Attendance and Participation: Class attendance is important as the instructor and students discuss, defend, and critique their writing skills and knowledge-base
2. Completion of eight written examinations with a rating of 8 on a 10 pt scale.
3. Demonstration of knowledge of course topics by ratings of discussion during review sessions in class.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90% +</td>
<td>A</td>
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<tr>
<td>80%-89%</td>
<td>B</td>
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<tr>
<td>70%-79%</td>
<td>C</td>
</tr>
<tr>
<td>60%-69%</td>
<td>D</td>
</tr>
</tbody>
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IX. **Professor:** Robert L. Smith, Ph.D., CFT, NCC
Office: Early Childhood Development Center 224
Phone: (361) 825-2307
E-mail: robert.smith@tamucc.edu

**Texts and Reading Materials**
The most recent scholarly materials are obtained through classroom research including a comprehensive collection of seminal articles in subject matter areas, recent textbooks, manuscripts, and unpublished documents.

**The following texts are required:**


Supplemental Journals & Texts:

All ACA and APA Journals


A. Tentative Course Schedule CNEP 6390 Summer 2012

SESSIONS

1. Overview; Seminar Organization
2. Discussion/Presentation: Principles of the Helping Relationship, Professional overview; Advocacy, Leadership & Counseling Skills.
3. Discussion/Presentation: Theories: Counseling, Family, Group
4. Discussion/Presentation: Supervision
5. Discussion/Presentation, Ethics and Professional Issues
6. Knowledge-based questions (essay)
7. Discussion/Presentation: Social, Cultural, Multicultural, Diversity, Advocacy strategies
9. Discussion/Presentation: Research Design
10. Knowledge-base questions (essay)
11. Discussion/Presentation; Counseling as a Profession, Counselor Education Pedagogy including CACREP Standards
12. Trends, Competencies, Journals
13. Knowledge-base questions (essay)
14. Discussion of topics & (essay)
15. Discussion of topics
X. Grade Appeals

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XI. Disabilities Accommodations

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.