I. Course Description
This course provides doctoral students with the opportunity to demonstrate their knowledge of the Counseling Profession and Counselor Education. CACREP Doctoral Standards are emphasized in this course. Doctoral students complete and critique a series of written examinations assessing core counseling topics. All examination questions are assessed through ratings. Doctoral students are expected to verbally demonstrate their knowledge of counseling and research.

II. Rationale
This is a prerequisite seminar to the comprehensive examination that 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 by 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. TExES Competencies
A. 001 Human Development
B. 002 Environmental Influences
C. 003 Diversity
D. 004 Program Management
V. Course Objectives and Student Learning Outcomes

**Overall Objective:**

For students to demonstrate their knowledge of the content areas identified by CACREP Doctoral Standards (Section II, C, 1-7) and skills in advocacy, and counseling. (Measured by written responses to each area using a rubric).

**CACREP Standards covered in this course include the following:**

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

Theories and practices of counselor supervision. (CACREP II-C-2)

Instructional theory and methods relevant to counselor education. (CACREP II-C-3)

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

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

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

Advocacy, leadership, and counseling skills and strategies. (CACREP II-H-2 & I-1&2)

**Student Learning Outcomes**

**Students will demonstrate knowledge of topics as:**

Counseling as a profession, Advanced theories in counseling

Theory and practice of counselor supervision.
Pedagogy relevant to counselor education and supervision

Counseling Leadership and Advocacy

Design, implementation and analysis of research.

(Students complete a series of essay questions in the above areas. Rating scales evaluate students’ responses)

VI. Course Topics
The major topics include: The Counseling Profession: Theory, Identity, Trends, Future
Advanced Supervision Theory & Practice
Counselor Education Pedagogy
Counseling Leadership & Advocacy
Research

VII. Instructional Methods and Activities
This is a seminar focusing on a knowledge base considered essential for students in the Ph.D.
in Counselor Education. Presentation of information, discussion, and essay examinations are
utilized to assess the student’s knowledge base.

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 written responses to questions: 3 pt scale is used for
participation in the 5 areas (15 pts possible)
2. Completion of five written examinations using a rating scale of 25 pts. per question (125
pts possible)
3. Quality of resources brought to class using a 3 point scale (15 pts total)
   90% + A
   80%-89% B
   70%-79% C
Rating Scale for written examinations:

1. DEMONSTRATED EXPERTISE OF THE TOPIC

1 = NONE               2 = MINIMAL          3 = AT A FAIR LEVEL        4 = AT A HIGH LEVEL     5 = AT A SUPERIOR LEVEL

2. CONTENT: VAARIETY OF CITATATIONS, SPECIFIC RATHER THAN GENERAL, MINIMAL NUMBER OF REPETITIOUS STATEMENTS

1 = WEAK                2 = VERY BASIC      3 = MODERATE                   4 = INCLUSIVE                  5 = EXCELLENT

3. WRITING STYLE, GRAMMAR, SPELLING, COHERENCE

1 = UNCLEAR          2 = MINIMAL CLARITY       3 = JUST OK                  4 = COHERENT                   5 = PROFESSIONAL

4. EVIDENCE OF HAVING RESEARCHED THE TOPIC.

1 = NONE                2 = MINIMAL EVIDENCE     3 = SOME                 4 = HIGH
5 = MUCHO

5. ANSWERED ALL PARTS OF THE QUESTION, & GAVE EQUAL TIME TO EACH PART

1 = FAILED                 2 = MINIMAL               3 = MODERATE        4 = HIGH
5 = DEFINITE

6. OVERALL RATING

1 = FAIL                      2 = WEAK                      3 = MODERATE        4 = PASS
5 = DEFINITE PASS

Texts and Reading Materials
The most recent scholarly materials are obtained through search engines. Included are a collection of seminal articles in five subject matter areas, recent textbooks, manuscripts, and unpublished documents.

The following texts and journals are recommended:


Professional Journals: *JCD, CES, TFJ, JMHC, MERC, JMCD, JCP, CP*
**Supplemental Journals & Texts:**

(All ACA and APA Journals)


**A. The Blended Class Format Course Schedule CNEP 6390 Summer 2017 includes:**

*Doctoral Seminar Schedule*

*Ph.D. Counselor Education & Supervision*

*Texas A&M University-Corpus Christi*

**2017 Doctoral Seminar Assignments**

Provide comprehensive answers to the following questions.

Use the rating scale attached to guide your answers, and when you comment on answers provided by others in class.

Provide answers to the following questions

- **Advanced Counseling Theory**

  **Example:** Choose three theoretical approaches to counseling, and discuss them in depth in the context of a relevant case study, chosen from your clinical practice or coursework. What are the assumptions, key concepts, therapeutic goals, and multicultural considerations when applying these approaches? Use current research to support your assertions.
**Leadership & Advocacy**

**Example** Discuss the specific tenants of the topic (how is the topic outlined in the counseling literature? What issues does this specific topic present for potential clients? What does the counseling literature describe as best practices for helping client overcome the issues associated with this topic?).

a. How does your selected topic connect to the area of Advocacy? (Use the Counseling Advocacy Competencies), Identify best practice guidelines when applying the Competencies.

**Research**

Be prepared to bring support materials: one page, front and back of an annotated bibliography of key references for each of the above topics

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**Provide answers to the following questions.**

**Counselor Education Pedagogy**

**Example**: You have completed your doctorate in counselor education. You are preparing for an interview. The interviewers want you to prepare a lesson. Choose Introduction to Counseling, Career Counseling, Theories, Multicultural Counseling, or your choice. Develop a lesson plan. Include:

A. Course description
B. Student Learning Outcomes (State in behavioral terms)
C. Course topics covered
D. Instructional methods and activities
E. Course schedule, outline, and policies
F. Textbook(s) and other references

**Clinical Supervision: Theory, Research, and Practice**

Be prepared to bring support materials: one page, front and back, of an annotated bibliography of key references for each of the above topics.

**Doctoral Comprehensive Examination**
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 Rule13.02.99.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.
NAME ______________________________

RESOURCES REVIEW
Quality and Appropriateness Rating

AREA # 1
0= minimal, little effort made to provide helpful information 1= basic, but of minimal 2= good, valuable 3= excellent seminal

AREA # 2
0= minimal, little effort made to provide helpful information 1= basic, but of minimal 2= good, valuable 3= excellent seminal

AREA # 3
0= minimal, little effort made to provide helpful information 1= basic, but of minimal 2= good, valuable 3= excellent seminal

AREA # 4
0= minimal, little effort made to provide helpful information 1= basic, but of minimal 2= good, valuable 3= excellent seminal

AREA # 5
0= minimal, little effort made to provide helpful information 1= basic, but of minimal 2= good, valuable 3= excellent seminal

NAME: ____________________________

DISCUSSION/CONTRIBUTIONS/CRITIQUE
Quality and Appropriateness

AREA # 1
0= minimal, little effort made No real involvement 1= basic, but of minimal 2= good, valuable to other students’ high level 3= excellent high level

AREA # 2
0= minimal, little effort made No real involvement 1= basic, but of minimal 2= good, valuable to other students’ high level 3= excellent high level
AREA # 3

0= minimal, little effort made  
1= basic, but of minimal  
2= good, valuable  
3= excellent

No real involvement  
to other students’ high level

AREA # 4

0= minimal, little effort made  
1= basic, but of minimal  
2= good, valuable  
3= excellent

No real involvement  
to other students’ high level

AREA # 5

0= minimal, little effort made  
1= basic, but of minimal  
2= good, valuable  
3= excellent

No real involvement  
to other students’ high level