Course Description
The focus of this course is to provide doctoral students with the opportunity to broaden their knowledge of counseling and counselor education using the 2016 Council for Accreditation of Counseling and Related Educational Programs Standards. Doctoral students respond to a series of written questions assessing core professional counseling domains: counseling, teaching (pedagogy), supervision, research, and leadership/advocacy. Rubrics assess essay responses. Perquisites include a majority of required coursework in the students’ doctoral program.

Rationale
This prerequisite seminar to the comprehensive examination is a capstone experience for students as they progress through their studies. Students demonstrate their knowledge of the profession in writing and through oral expression.

Learning Objectives

This course is designed to meet 2016 CACREP standards included in the doctoral program in the five domains counseling, teaching (pedagogy), supervision, research, and leadership/advocacy. Rubrics assess essay responses. Upon completion of the course, students will be knowledgeable of:

CACREP Standard Counseling: [Students will successfully complete this learning objective by achieving a score of 80% or higher on the doctoral counseling rubric]

CACREP Standard Supervision: [Students will successfully complete this learning objective by achieving a score of 80% or higher on the doctoral supervision rubric]

CACREP Standard Research: [Students will successfully complete this learning objective by achieving a score of 80% or higher on the doctoral research rubric]

CACREP Standard Teaching: [Students will successfully complete this learning objective by achieving a score of 80% or higher on the doctoral teaching rubric]

CACREP Standard Leadership/Advocacy: [Students will successfully complete this learning objective by achieving a score of 80% or higher on the doctoral leadership/advocacy rubric]
Major course requirements
(150 points; 5 assignments @ 30 points each)

1) Knowledge Proficiency: Counseling
Proficiency is demonstrated through in-depth written responses to questions in each of the five CACREP designated domains. The counseling domain includes questions that focus on several, but not all of the following: a. scholarly examination of theories relevant to counseling b. integration of theories relevant to counseling c. conceptualization of clients from multiple theoretical perspectives d. evidence-based counseling practices e. methods for evaluating counseling effectiveness f. ethical and culturally relevant counseling in multiple settings.

2) Knowledge Proficiency: Supervision
Proficiency is demonstrated through in-depth written responses to questions in each of the five CACREP designated domains. The supervision domain includes questions that focus on several, but not all of the following: a. purposes of clinical supervision b. theoretical frameworks and models of clinical supervision c. roles and relationships related to clinical supervision d. skills of clinical supervision e. opportunities for developing a personal style of clinical supervision f. assessment of supervisees’ developmental level and other relevant characteristics g. modalities of clinical supervision and the use of technology h. administrative procedures and responsibilities related to clinical supervision i. evaluation, remediation, and gatekeeping in clinical supervision j. legal and ethical issues and responsibilities in clinical supervision k. culturally relevant strategies for conducting clinical supervision.

3) Knowledge Proficiency: Research
Proficiency is demonstrated through in-depth written responses to questions in each of the five CACREP designated domains. The research domain includes questions that focus on several, but not all of the following: a. research designs appropriate to quantitative and qualitative research questions b. univariate and multivariate research designs and data analysis methods c. qualitative designs and approaches to qualitative data analysis d. emergent research practices and processes e. models and methods of instrument design f. models and methods of program evaluation g. research questions appropriate for professional research and publication h. professional writing for journal and newsletter publication i. professional conference proposal preparation j. design and evaluation of research proposals for a human subjects/institutional review board review k. grant proposals and other sources of funding l. ethical and culturally relevant strategies for conducting research.

4) Knowledge Proficiency: Teaching
Proficiency is demonstrated through in-depth written responses to questions in each of the five CACREP designated domains. The teaching domain includes questions that focus on several, but not all of the following: a. roles and responsibilities related to educating counselors b. pedagogy and teaching methods relevant to counselor education c. models of adult development and learning d. instructional and curriculum design, delivery, and evaluation methods relevant to counselor education e. effective approaches for online instruction f. screening, remediation, and gatekeeping functions relevant to teaching g. assessment of learning h. ethical and culturally relevant strategies used in counselor preparation i. the role of mentoring in counselor education.

5) Knowledge Proficiency: Leadership/Advocacy
Proficiency is demonstrated through in-depth written responses to questions in each of the five CACREP designated domains. The leadership/advocacy domain includes questions that focus on several, but not all of the following: a. theories and skills of leadership b. leadership and leadership development in
professional organizations c. leadership in counselor education programs d. knowledge of accreditation standards and processes e. leadership, management, and administration in counseling organizations and other institutions f. leadership roles and strategies for responding to crises and disasters g. strategies of leadership in consultation h. current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession i. role of counselors and counselor educators advocating on behalf of the profession and professional identity j. models and competencies for advocating for clients at the individual, system, and policy levels k. strategies of leadership in relation to current multicultural and social justice issues l. ethical and culturally relevant leadership and advocacy practices

<table>
<thead>
<tr>
<th>REQUIRED PAPERS</th>
<th>100 points total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling</td>
<td>30</td>
</tr>
<tr>
<td>Supervision</td>
<td>30</td>
</tr>
<tr>
<td>Research</td>
<td>30</td>
</tr>
<tr>
<td>Teaching</td>
<td>30</td>
</tr>
<tr>
<td>Leadership/Advocacy</td>
<td>30</td>
</tr>
<tr>
<td>(APA style, grammar/spelling)</td>
<td>10</td>
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</table>

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
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<tbody>
<tr>
<td>144 - 160</td>
<td>128 - 160</td>
<td>112- 160</td>
<td>96 - 160</td>
<td>Below 96</td>
</tr>
</tbody>
</table>

Required Reading


ACA and APA Journals: *JCD, CES, TFJ, JMHC, JMCD, JCP, CP*
(Use search engines to retrieve the most recent scholarly articles)
State Adopted Proficiencies for School Counselors

School Counselor Standard I: Learner-Centered Knowledge
The professional school counselor must have a broad knowledge base.

TExES Competencies (COE)

Competency 006 (Counseling): The school counselor understands how to provide effective counseling services to individuals and small groups.

Competency 010 (Professionalism): The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession

Course Policies

Attendance

Students are expected to attend each scheduled class session. When unexpected events or emergencies such as personal illnesses, family crises, or a death in the family arise, students are asked to communicate with their instructor as soon as possible so the instructor is aware of the situation and can work together with the student to devise a mutually agreeable course of action. Under these circumstances, absences will be considered “excused” upon receipt of appropriate documentation (doctor’s note, court paperwork, obituary, etc.). Additional excused absences for participation in a religious holy day as outlined in the University catalog may be granted if addressed in advance with the course instructor.

For absences that are not excused, the following attendance policies are in place:

- The first unexcused absence will result in a 5% reduction in the student’s final grade.
- A second unexcused absence will result in a 10% reduction in the student’s final grade.
- Following a third unexcused absence, students will either receive a failing grade for the course or be administratively dropped from the course.
- Arriving late or leaving early to class is discouraged. Two such instances will count as an unexcused absence.
- Students acting unprofessionally in class will be asked to leave. Should a dismissal result in the student missing more than 50% of the class period, an unexcused absence will be issued.

NOTE 3: Please note, unexcused absences may adversely affect your performance as examinations missed or failure to submit assignments by their due date will result in a grade reduction.

Communication

Each TAMUCC student has access to an individual e-mail account assigned to them by the university. This is the primary method through which I will communicate with you throughout the semester. At the beginning of the course, students should make sure they have activated their account and make plans to
check the account regularly. Students can expect a response to their questions from me within 48 hours (excluding weekends & university-recognized holidays).

Late Submissions of Student Work

All assignments are to be submitted online to the course Blackboard page prior to the beginning of class on the due date specified in the course calendar (see end of syllabus). Assignments not received prior to the beginning of class will be considered late. A letter grade deduction will be applied to all late submissions that were not discussed with your instructor in advance. After five days, late assignments will no longer be accepted and a grade of zero will be issued.

Extra Credit

Generally, extra credit opportunities will not be extended in this course. Course grades should be reflective of the proficiency level students are able to demonstrate through all course assignments and assessments. Requests to award additional points without just cause or to assign alternative/additional work for credit will be denied.

Academic Integrity and Plagiarism

TAMUCC Graduate Catalogue (please refer to current version)

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism (plagiarism is the presentation of the work of another as one’s own work).

Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanction to any student involved. Penalties that the instructor might possibly apply to individual cases of academic dishonesty include:

- Written reprimand
- Requirement to re-do work in question
- Requirement to submit additional work
- Lowering of grade on work in question
- Assigning grade of "F" to work in question
- Assigning grade of "F" for course
- Recommendation for more severe punishment, such as dismissal from program or University

If the faculty member determines that assigning a grade of "F" to the course is the appropriate penalty and this disciplinary action occurs prior to the deadline for dropping courses, the student forfeits his/her right to drop the course in question.

If the faculty member recommends more severe punishment, such as dismissal from the program or from the University, the faculty member will notify the appropriate chair/college dean, who in turn will
notify the Office of Student Affairs. If dismissal from the University is recommended, the Office of Student Affairs will follow its procedure for such cases.

The faculty member must file a record for each case of academic dishonesty, including a description of the disciplinary action taken, along with any materials involved, with his or her college dean, who will forward a copy to the Office of Student Affairs. The office of the academic dean of the college in which the offense took place will maintain records of all cases of academic dishonesty reported for a period of five years. The Office of Student Affairs will also maintain records of such cases for a period of five years. The Office of Student Affairs will inform the Graduate Dean as appropriate.

Any student who has been penalized for academic dishonesty has the right to appeal the judgment or the penalty assessed. Students who wish to appeal an academic dishonesty decision should contact the Office of Student Affairs for guidance on the appropriate steps for initiating the process.

Dropping a Class

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, YOU must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Simply discontinuing your attendance and participation WILL NOT automatically result in you being dropped from the class. Students are responsible for checking the official academic calendar for the last day to drop a course with an automatic grade of “W” for the semester.

Classroom/Professional Behavior

Texas A&M University-Corpus Christi, as an academic community, requires individuals to respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

Statement of Civility

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. The University’s goal is to provide you with a high-quality educational experience that is free from repression. To assist in meeting this goal, you are responsible for following the rules of the University, city, state, and federal government. You are expected to behave in a manner that is dignified, respectful, and courteous to all people; regardless of gender, ethnic/racial origin, religious background, age, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

Grade Appeals
As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, 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 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 Dean’s office in the college in which the course is taught or the Office of the Provost.

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 Corpus Christi Hall 116.

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.

Statement of Academic Continuity

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue using Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

Course Sessions

A flipped classroom teaching style is appropriate for the course that requires students to accumulate resources to be presented and discussed within the class.

Tentative Course Schedule (Summer 2019)

<table>
<thead>
<tr>
<th>Pre-Class</th>
<th>Prepare single page resource guide, front and back, for the following domains; Counseling, Teaching (pedagogy), Supervision, and Leadership &amp; Advocacy, Research</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Prepare for pre-comprehensive examination. Compile resources to assist with the pre-comprehensive examination.</td>
</tr>
<tr>
<td>Date</td>
<td>Session</td>
</tr>
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</tr>
<tr>
<td>May 24 -25</td>
<td><strong>Session 1 In-Class, Fri. May 24; 6:00 – 9:45</strong></td>
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<tr>
<td>May 31</td>
<td><strong>Session 3 In-Class, Fri. May 31; 6:00 – 9:45</strong></td>
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<tr>
<td></td>
<td><strong>Session 4 In-class Sat. June 1; 9:00 – 6:00</strong></td>
</tr>
<tr>
<td>June 22</td>
<td><strong>Session 5 Comprehensive Examination Sat June 22; 9:00 – 6:00</strong></td>
</tr>
</tbody>
</table>
Rubric
Rubric for each of the 5 domains; counseling, supervision, research, teaching, leadership/advocacy)
# EXAMINATION SCORING RUBRIC

**Student #______**

## Domaine ____________

<table>
<thead>
<tr>
<th>Category</th>
<th>0 = Unsatisfactory</th>
<th>1 = Marginal</th>
<th>2 = Satisfactory</th>
<th>3 = Accomplished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completeness of answer</td>
<td>Response demonstrates little or no understanding of the question. Information is missing and substantial parts of the question are not answered fully.</td>
<td>Response demonstrates some basic understanding of the question, but is incomplete. Some information is missing and a few parts of the question are not answered fully.</td>
<td>Response demonstrates adequate understanding of the question. Factual information is provided and all parts of the question are answered.</td>
<td>Response demonstrates thorough understanding of the question. Response goes beyond factual information demonstrating nuanced understanding of the question. All parts of the question are thoroughly answered.</td>
</tr>
<tr>
<td>Validity of facts, information, and perspectives</td>
<td>The majority of the facts, conclusions, and statements are incorrect and/or invalid.</td>
<td>Some of the facts, conclusions, and statements are incorrect and/or invalid.</td>
<td>All the facts, conclusions, and statements are accurate and/or valid.</td>
<td>All facts, conclusions, and statements are accurate and/or valid. They also logically support the topic being discussed.</td>
</tr>
<tr>
<td>Evidence of background knowledge and ability to fully integrate theory and practice</td>
<td>No or very little integration of theory and practice is present. No or very little evidence of higher-order thinking skills such as applying, analyzing, evaluating, or creating.</td>
<td>Integration of theory and practice is present, yet sometimes weak. There is some evidence of higher-order thinking skills such as applying, analyzing, evaluating, or creating.</td>
<td>Integration of theory and practice is present. At least two different higher order thinking skills such as applying, analyzing, evaluating, or creating are evident.</td>
<td>Integration of theory and practice is strong. Use of higher-order thinking skills such as applying, analyzing, evaluating, or creating demonstrates depth and breadth of knowledge.</td>
</tr>
<tr>
<td>Use of foundational and contemporary sources of information (citations)</td>
<td>Citations are either not relevant or present or, if present, represent dated sources with content no longer consistent with current understanding and practice.</td>
<td>Citation information is vague or not clearly relevant to the topic. Several key issues or portions of the response are unsupported and/or incorrectly cited.</td>
<td>Citation information is evident and accurate for key issues or for portions of the response, but citation is not always complete.</td>
<td>Consistently cites references that support all key issues resulting in a scholarly, thoughtful voice throughout the response.</td>
</tr>
<tr>
<td>Evidence of doctoral quality writing (organization)</td>
<td>Response contains an abundance of errors in grammar, usage, and mechanics so that meaning is obscured. There appears to be no or little organization in the response.</td>
<td>Response contains noticeable errors in grammar, usage, and mechanics so that the reader is distracted from the content. There is limited organization in the response.</td>
<td>Response is free of most errors in grammar, usage, and mechanics so that the reader is minimally distracted from the content. The response is well organized.</td>
<td>Response is free of errors in grammar, usage, and mechanics that would distract the reader from the content. Clear organization is obvious.</td>
</tr>
</tbody>
</table>

**Evaluator Comments:**