TEXAS A&M UNIVERSITY – CORPUS CHRISTI  
CNEP 6345 KNOWLEDGE-BASE SEMINAR IN COUNSELOR EDUCATION

Instructor: Robert L. Smith, Ph.D., NCC, CFT  
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Semester: Summer 2020  
Class Date: TBA  
Class Time: TBA  
Class Location: TBA

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, supervision, teaching (pedagogy), leadership/advocacy, and research. Rubrics assess essay responses. Prerequisites include most of the required coursework in the students' doctoral program. This course is taught online.

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 including 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>
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<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>
</tr>
</tbody>
</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>

Grading Procedures and Return of Assignments

The examination scoring rubric is used to grade the 5 assignments. Assignments, your work, will be graded and returned immediately in order to learn from the instructor’s feedback.

Recommended Reading

Broomfield, CO.


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 follow 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.

Tentative Course Schedule (Summer 2020)
**Pre-Class** Prepare for the pre-comprehensive examination in the domains of Counseling, Supervision, Pedagogy, Leadership/Advocacy, and Research

Begin compiling resources on the domains of Counseling, Supervision, Pedagogy, Leadership/Advocacy, and Research in the form of books, articles, class notes, etc. that you plan to present during the Friday evening class June 5th and use when answering pre-comp. questions on Saturday, June 6. Prepare Power Pt. presentations to share online Friday June 5.

Two students are assigned to a domain. The students will lead a discussion using a comprehensive power point on their assigned domain.

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**Fri. June 5th; 6:00 – 9:45**

Online class discussion.

Review of the comprehensive examination domains, exam procedures, rating form, and scoring.

Present Power Pts papers and discuss the 5 domains and resources

(Cite on Power Pt. papers key concepts in a domain and books, articles, papers, names of authors/leaders)

Two students are assigned to each of the 5 domains, and will present/discuss their Power Pts. covering the assigned domain Emphasis on Counseling and Supervision Domains

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**Sat. June 6th**

**Pre-Comps Examination schedule**

Counseling 10:00 – 12:30
Break
Supervision 1:30 – 4:00

(Include citations, APA, for the above exams and for the comprehensive examination. Full references are not required, run a spell and grammar check)

(Place your number, but not your name, on each examination. Email with your number attached to robert.smith@tamucc.edu.)

Save a copy on your USB.

**Debrief 4:00 – 6:00**

Review Pedagogy and Leadership/Advocacy Resources
Papers will be distributed for student to student blind reviews

**Take home Pre-Comp Research Question**

<table>
<thead>
<tr>
<th>Fri. June 12 6:00 – 9:45</th>
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</thead>
<tbody>
<tr>
<td>Pre-Comps review of Counseling and Supervision Papers</td>
</tr>
</tbody>
</table>

Peer review and blind ratings of Counseling and Supervision Pre-Comps by students (large and small group feedback)

(resources and annotated bibliographies shared for the domains of pedagogy and leadership/advocacy)

Review Pedagogy and Leadership/Advocacy topics

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**Sat. June 13**

Pre-Comps Examination schedule

<table>
<thead>
<tr>
<th>Pedagogy 10:00-12:30</th>
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<tbody>
<tr>
<td>Break</td>
</tr>
<tr>
<td>Leadership &amp; Advocacy 1:30-4:00</td>
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</tbody>
</table>

Group meetings rating and responding to pre-comp papers

Place your number, but not your name, on each examination. Email with your number attached to robert.smith@tamucc.edu.

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**Fri. June 19**

Comprehensive examination administered online in a synchronous class

<table>
<thead>
<tr>
<th>Counseling 10:00 – 12:30 (email to proctor at 12:30)</th>
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<tbody>
<tr>
<td>Break</td>
</tr>
<tr>
<td>Supervision 1:30 – 4:00 (email to proctor at 4:00)</td>
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</table>
Sat June 20
The comprehensive examination is administered online in a synchronous class

Pedagogy 10:00 – 12:30 (email to proctor at 12:30)
Break
Leadership/Advocacy 1:30 - 0-4:00 (email to proctor at 12:30)

Directions
Please use your code number on the first page of each response. Please do not write your name on any material turned in or provide information that could identify you. Also, faculty references and citations should be avoided.

Leave yourself time to proof your responses. Be sure to include appropriate citations, APA, however references at the end of your paper are not required. When completed send electronic copies to the proctor robert.smith@tamucc.edu and place your responses on your USB drive.

Take your USB drive home for editing of grammar, spelling, and format. You can use an editor. HOWEVER, NO CHANGES IN CONTENT ARE TO BE MADE, CHANGES IN CONTENT WILL RESULT in FAILURE (Return electronic edited comps no later than one week after completing the examination Due Date: Saturday 12:00 noon June 27.

Assignment: Pick up the Research Comprehensive Examination prior to leaving for the day. You have one week to complete and return the research question—Due Date: Saturday 12:00 noon June 27th

Comprehensive examinations are distributed to Faculty. Comprehensive examination results are sent to students during the week of July 13th.
Interpreting Scores on the Examination
For each question, the range of possible scores is 0-15. To pass a question with no deficiencies, students need to achieve a score between 12-15 points. Students who score between 9-12 points will need to address their noted deficiencies in an oral examination to pass. Students who score below 9 points will not have passed and will need to write a new response for this question.

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Description</th>
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<tbody>
<tr>
<td>12 – 15 (80-100%)</td>
<td>Pass, no further action required for this question. The student’s writing in this response was exemplary and full addressed the question posed using sound logic, critical thinking, and knowledge of best practices.</td>
</tr>
<tr>
<td>9 – 12 (60-80%)</td>
<td>Oral examination required to address noted deficiencies. The student’s response was generally positive; however, there were areas that were either underdeveloped or completely overlooked. Faculty would like to hear student’s thinking regarding their response and how they made the decisions they did.</td>
</tr>
<tr>
<td>0 – 8 (0-60%)</td>
<td>Fail, student will need to rewrite for this question. The original response written did not rise to the level of doctoral quality work. Ideas were either underdeveloped or explained only in cursory fashion. Based on the written material provided, it is difficult to ascertain whether student has a strong working knowledge of the subject matter.</td>
</tr>
</tbody>
</table>

An appropriate action is taken on each question. For example, consider the following situation: a student receives these scores on the comprehensive examination-- question 1 (13), question 2 (12), question 3 (10), question 4 (13), and question 5 (6). Based on the evaluation criteria described above, the student would pass questions 1, 2, and 4 outright and not need to take any further action because scores above 12 were realized for each response. For question 3, the student will need to schedule an oral examination with his/her advisor. And finally, for question 5, the students’ score of 6 led to a fail for this question. The student would need to schedule to rewrite this question.

Students will need to reach a proficiency level of 80% or higher to successfully complete the comprehensive examination. Students with noted deficiencies (questions with scores between 9-12 points) will be allowed to progress to doctoral candidacy status. Students who have failed questions (scores between 0-8 points) will not be forward to candidacy status until they provide satisfactory rewritten responses to each question not passed originally.
# EXAMINATION SCORING RUBRIC

## Student #______

<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</td>
<td>Response demonstrates some basic understanding of the question but is</td>
<td>Response demonstrates adequate understanding of the question. Factual information</td>
<td>Response demonstrates thorough understanding of the question. Response goes beyond</td>
</tr>
<tr>
<td></td>
<td>missing and substantial parts of the question are not answered fully.</td>
<td>incomplete. Some information is missing, and a few parts of the question are</td>
<td>provided, and all parts of the question are answered.</td>
<td>factual information demonstrating nuanced understanding of the question. All</td>
</tr>
<tr>
<td></td>
<td></td>
<td>not answered fully.</td>
<td></td>
<td>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></td>
</tr>
<tr>
<td>Evidence of background knowledge and ability to fully integrate theory</td>
<td>No or very little integration of theory and practice is present. No or very little</td>
<td>Integration of theory and practice is present, yet sometimes weak. There is</td>
<td>Integration of theory and practice is present. At least two different higher</td>
<td></td>
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<tr>
<td>and practice</td>
<td>evidence of higher order thinking skills such as applying, analyzing, evaluating, or</td>
<td>evidence of higher order thinking skills such as applying, analyzing, evaluating,</td>
<td>order thinking skills such as applying, analyzing, evaluating, or creating are</td>
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<tr>
<td></td>
<td>creating.</td>
<td>or creating.</td>
<td>evident.</td>
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<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</td>
<td>Citation information is vague or not clearly relevant to the topic. Several</td>
<td>Citation information is evident and accurate for key issues or for portions of</td>
<td>Consistently cites references that support all key issues resulting in a scholarly,</td>
</tr>
<tr>
<td></td>
<td>with content no longer consistent with current understanding and practice.</td>
<td>key issues or for portions of the response are unsupported and/or incorrectly</td>
<td>the response, but citation is not always complete.</td>
<td>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</td>
<td>Response contains noticeable errors in grammar, usage, and mechanics so that the</td>
<td>Response is free of most errors in grammar, usage, and mechanics so that the</td>
<td>Response is free of errors in grammar, usage, and mechanics that would distract</td>
</tr>
<tr>
<td></td>
<td>meaning is obscured. There appears to be no or little organization in the response.</td>
<td>reader is distracted from the content. There is limited organization in the</td>
<td>reader is minimally distracted from the content. The response is well organized.</td>
<td>reader from the content. Clear organization is obvious.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>response.</td>
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</tbody>
</table>

**Evaluator Comments:**