

# College Curriculum Coordinating Committee

January 13, 2009

## Agenda

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1. Call to Order
  2. Approval of the Minutes – December 2, 2008
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### Department of Counseling

<i>New Course</i>	COU 900	Fall 2010
<i>New Course</i>	COU 901	Fall 2010
<i>New Course</i>	COU 902	Fall 2010
<i>New Course</i>	COU 903	Fall 2010
<i>New Course</i>	COU 904	Fall 2010
<i>New Course</i>	COU 905	Fall 2010
<i>New Course</i>	COU 906	Fall 2010
<i>New Course</i>	COU 907	Fall 2010
<i>New Course</i>	COU 908	Fall 2010
<i>New Course</i>	COU 909	Fall 2010
<i>New Course</i>	COU 910	Fall 2010
<i>New Program</i>	Counselor Edu. & Super.	Fall 2010

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### Discussion / Informational Items

#### Good of the Order

# College Curriculum Coordinating Committee

January 13, 2009

## Minutes

Members Present: Bill Wesley, Megan Purcell, Nina Coyer, Laura Schmuldt, June Hyndman, Beth Anne Pruitt, Kimberly Hale, Connie Callahan, Jim Rinehart, JoAnna Dickey, Justin Cooper, Norman Powell, Paul Erickson, Bill Phillips, Margaret Moore, Bianca Puglia, Sherwood Thompson (chair)

Members Absent: Cynthia Resor, Kendal Burke, Bob Biggin\*, Ruth Sales, Laurence Hayes, James Dantic, William Thames, Kim Naugle\*

\*Prior Notification of Absence

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1. Call to Order – The meeting was called to order by the chair, Dr. Sherwood Thompson. Laura Schmuldt thanked Dana Brooks (admin.) for her assistance with the curriculum change process.
  2. Approval of the Minutes – December 2, 2008. Norman Powell made the motion to approve and Beth Anne Pruitt providing the second. The minutes were approved.
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### Department of Counseling:

#### **APPROVED**

*New Course* COU 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910 Fall 2010

Sherwood Thompson decided, as chair, that the Counseling new courses would be reviewed as a group. Connie Callahan discussed. Paul Erickson pointed out that assessment needed to be addressed in the course syllabi. Megan Purcell pointed out various typos throughout. Bill Phillips suggested amending the section on “personnel impact” to reflect the desire of the department to hire to additional faculty members. Justin Cooper indicated concern about the amount listed for “Library Resources” and it was suggested that the department may want to research this further. Bill Wesley made a motion to approve the new courses under the conditions of revisions to be completed by the department. Jim Rinehart provided the second. The new courses were approved.

#### **APPROVED**

*New Program* Counselor Education and Supervision Fall 2010

Connie Callahan discussed. Discussion followed regarding the syllabus. It was decided by the committee to amend the syllabus to address common assessment. Jim Rinehart moved to approve the new program under the condition of revisions to be completed by the department. JoAnna Dickey provided the second. The new program was approved. There were four abstentions on this vote – Megan Purcell, Beth Anne Pruitt, Paul Erickson, and Margaret Moore.

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Discussion / Informational Items

- Beth Anne Pruitt expressed concern over being able to justify hiring two new faculty members due to the current recession and budget restraints. Dean Bill Phillips said that it was good for the University to have things in place to be ready to go after the recession ends. The curriculum change process is long and the College needs to be ready to accelerate following the recession
- Margaret Moore suggested making sure that there is always a member of Graduate Council on the College Curriculum Coordinating Committee to refer to on issues that arise. She pointed out that Grad Council is really hard on syllabi and having a member present would be a good resource.

Good of the Order

Sherwood Thompson adjourned the meeting at 4:30PM.

**Curriculum Change Form**  
**(Present only one proposed curriculum change per form)**  
**(Complete only the section(s) applicable.)**

**Part I**

<input type="checkbox"/> (Check one)	Department Name	Counseling & Educational Psychology
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	Education
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	COU 900
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (30 characters)	Advanced Counseling Theories
<input type="checkbox"/> Course Dropped (Part II)	*Program Title	
<input type="checkbox"/> New Program (Part III)		(Major __, Option __; Minor __; or Certificate __)
<input type="checkbox"/> Program Revision (Part III)		
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	
Proposals Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	11/23/08	Graduate Council*
<i>Is this a SACS Substantive Change?</i> <b>Yes****</b> <input checked="" type="checkbox"/> <b>No</b> <input type="checkbox"/>		Council on Academic Affairs
College Curriculum Committee		Approved ___ Disapproved ___
General Education Committee*	n/a	Faculty Senate**
Teacher Education Committee*		Board of Regents**
		Council on Postsecondary Edu.***
*If Applicable (Type NA if not applicable.)		
**Approval needed for new, revised, or suspended programs		
***Approval/Posting needed for new degree program or certificate program		
****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

**Completion of A, B, and C is required: (Please be specific, but concise.)**

<p><b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)          Creating a new course for the Ed.D. program</p> <p><b>A. 2. Effective date:</b> (Example: Fall 2001)          Fall 2010</p> <p><b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)</p>
<p><b>B. The justification for this action:</b>          New course developed as part of new doctoral program in Counselor Education &amp; Supervision to provide advanced instruction in the major and/or contemporary counseling theories.</p>
<p><b>C. The projected cost (or savings) of this proposal is as follows:</b></p> <p><b>Personnel Impact:</b> Existing faculty will teach this course</p> <p><b>Operating Expenses Impact:</b> Existing budget</p> <p><b>Equipment/Physical Facility Needs:</b> None</p> <p><b>Library Resources:</b> \$2000 for journals and other library resources</p>

**Part II. Recording Data for New, Revised, or Dropped Course**

(For a new required course, complete a separate request for the appropriate program revisions.)

1. For a new course, provide the catalog text.
2. For a revised course, provide the current catalog text with the proposed text using ~~strickthrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

**New or Revised\* Catalog Text**

(\*Use ~~strickthrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

1. COU 900 Advanced Counseling Theories. (3) A. This course provides advanced instruction in the major and/or contemporary counseling theories. Students will apply the original works of major theorists and will assess and construct a personal counseling orientation as backed by research.

**Part III. Recording Data for New, Revised, or Suspended Program**

1. For a new program, provide the catalog description as being proposed.
2. For a revised program, provide the current program requirements using ~~strickthrough~~ for deletions and underlines for additions.
3. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program's suspension.

**New or Revised\* Program Text**

(\*Use ~~strickthrough~~ for deletions and underlines for additions.)

**Part IV. Recording Data for New or Revised Course (Record only new or changed course information.)**

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
COU	900	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED x _____ PC _____ HS _____	CEDP
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 0	
3	Lecture 3 _____ Laboratory _____ Other _____		Cip Code (first two digits only) 13	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b> Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		
<b>Co-Requisites and Prerequisites <span style="color: red;">**See definitions on following page**</span></b>				
<b>Co-Requisite(s):</b> (List only co-requisites. See below for prerequisites and combinations.)				
Course Prefix and No.				
Course Prefix and No.				

<b>Prerequisite(s):</b> (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)	
Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
<b>Co-Requisite(s) and/or Prerequisite(s) Combination</b> (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
<b>Equivalent Course(s):</b> (credit not allowed with; or formerly:)	
Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks ( e.g. – IVB(3) X ).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

**COU 900: Advanced Counseling Theory**  
**Department of Counseling and Educational Psychology**  
**College of Education, Eastern Kentucky University**

B. COURSE DESCRIPTION:

Students will have the opportunity to refine their skills and enhance their understanding of clinical and administrative supervision in terms of various theoretical orientations and approaches to the art of supervision in counseling.

C. TEXT and REQUIRED READINGS:

Bankart, C. Peter (1997). *Talking Cures: A History of Western & Eastern Psychotherapies*. Brooks/Cole.

Current research as published in the professional peer reviewed journals as appropriate.

D. COURSE OBJECTIVES:

This course is designed to achieve the following objectives:

1. analyze and evaluate western and non western counseling theories
2. identify the strengths and weaknesses of counseling theories.
3. examine the role of the therapist in each counseling approach
4. demonstrate several approaches to the practice of counseling and construct a personal counseling orientation based in research
5. apply theory to practice through case studies and role play.
6. Understand the application of theory and multicultural considerations specific to Appalachia.

E. COURSE OUTLINE:

The instructional delivery model comprises a combination of on-campus seminars and web-based interactive sessions, as well as, field experiences/projects where appropriate. On-campus seminars generally consist of (1) lecture/discussion of relevant topics (2) small and large group activities (3) individual and small group presentations. Workshops, discussions, activities, and presentations relate to the content and objectives specified above under *course description* and *course objectives*. Some specifics with regard to dates and times are decided collaboratively at the first class session. A full outline with course topics for each session, date, deadline, etc. will then be posted on BlackBoard.

F. COURSE REQUIREMENTS:

Student performance in meeting the course objectives will be assessed based on the following required activities/projects:

1. Group Project: Students will form small groups and present on a chosen school of thought in counseling theory. The school of thought chosen will be represented by one or more specific theories. The group will develop a scenario for at least one of these major theories and present to the class. Role-play will include counselor(s) and client(s), with the class functioning as participant-observer. At the end of the role play, the group will discuss their method of approaching the issue(s) with the client, the intervention skills and techniques used with a rationale. Care should be given to how such a theory(s) might be applied to diverse populations (including children), and such issues as grief and loss. The group also should provide a handout for the class that describes the appropriate intervention strategies. Presentation should be 45-60 minutes.

2. Personal Theoretical Paper: Each student should construct an initial personal theoretical orientation to counseling. A research paper describing the theoretical orientation and any possible changes that might have occurred during the semester should be included. Students should include their strategies of implementation of their chosen theory to professional practice in Appalachia.
3. Non-western Theoretical Paper: Students will choose a non-western/major counseling theory to explore. They will write a paper discussing the implementation on this theory to the surrounding culture. Students should include strategies of implementation and appropriateness of theoretical fit to the population.

G. Additional requirements: None

H. EVALUATION/GRADING SCALE:

93% - 100%	A
83% - 92%	B
73% - 82%	C
63% - 72%	D
< 62%	F

I. STUDENT PROGRESS: You will be provided with written feedback on each assignment. You may at any time during the semester inquire about your current grade by simply going to the online grade book in Blackboard.

J. ATTENDANCE POLICY:

Attendance in on-campus seminars is essential for effective mastery of the course material. All absences are discouraged. If an absence is unavoidable, it must be discussed with the professor, preferably in advance. Active attendance for any web-based activities is also essential. Students should have a back-up plan in the event that they are unable to access the web from their primary computer.

K. LAST DAY TO DROP A CLASS:

See ECU academic calendar by clicking *calendars* on the ECU website at [www.ecu.edu](http://www.ecu.edu) .

L. DISABILITIES STATEMENT:

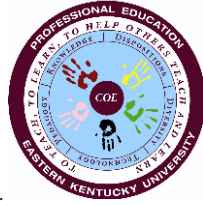
If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with the course instructor to discuss any accommodations you need. If you need accommodations and are not registered with the Office of Services for Individuals with Disabilities, please contact the office on the third floor of the Student Services Building, by e-mail at [disserv@ecu.edu](mailto:disserv@ecu.edu) or by telephone at (859) 622-2933 V.TDd. Upon individual request, this syllabus can be made available in alternative forms.

M. ACADEMIC INTEGRITY

Students are expected to be familiar with and to adhere to the university's academic integrity policy. See [www.academicaffairs.ecu.edu/policy/](http://www.academicaffairs.ecu.edu/policy/)

N. PROFESSIONAL EDUCATION MODEL COMPONENTS:





**Curriculum Change Form**  
**(Present only one proposed curriculum change per form)**  
**(Complete only the section(s) applicable.)**

**Part I**

<input type="checkbox"/> (Check one)	Department Name	Counseling & Educational Psychology
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	Education
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	COU 901
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (30 characters)	Advanced Group Counseling
<input type="checkbox"/> Course Dropped (Part II)	*Program Title	(Major __, Option __; Minor __; or Certificate __)
<input type="checkbox"/> New Program (Part III)		
<input type="checkbox"/> Program Revision (Part III)		
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	
Proposal Approved by:	<u>                    </u> Date	<u>                    </u> Date

Departmental Committee	11/23/08	Graduate Council*	_____
<i>Is this a SACS Substantive Change?</i> <b>Yes****</b> <input checked="" type="checkbox"/> <b>No</b> <input type="checkbox"/>		Council on Academic Affairs	_____
College Curriculum Committee	_____	Approved _____ Disapproved _____	_____
General Education Committee*	n/a	Faculty Senate**	_____
Teacher Education Committee*	_____	Board of Regents**	_____
		Council on Postsecondary Edu.***	_____

\*If Applicable (Type NA if not applicable.)  
\*\*Approval needed for new, revised, or suspended programs  
\*\*\*Approval/Posting needed for new degree program or certificate program  
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**Completion of A, B, and C is required: (Please be specific, but concise.)**

<p><b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)  Creating a new course for the Ed.D. program</p> <p><b>A. 2. Effective date:</b> (Example: Fall 2001)  Fall 2010</p> <p><b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)</p>
<p><b>B. The justification for this action:</b>  New course developed as part of new doctoral program in Counselor Education &amp; Supervision to provide advanced instruction in group counseling.</p>
<p><b>C. The projected cost (or savings) of this proposal is as follows:</b></p> <p><b>Personnel Impact: Existing faculty will teach this course</b></p> <p><b>Operating Expenses Impact: Existing budget</b></p> <p><b>Equipment/Physical Facility Needs: None</b></p> <p><b>Library Resources: \$2000 for journals and other library resources</b></p>

**Part II. Recording Data for New, Revised, or Dropped Course**

(For a **new required course**, complete a separate request for the appropriate program revisions.)

<p>4. For a new course, provide the catalog text.</p> <p>5. For a revised course, provide the current catalog text with the proposed text using <del>striketrough</del> for deletions and <u>underlines</u> for additions.</p> <p>6. For a dropped course, provide the current catalog text.</p>
<p style="text-align: center;">New or Revised* Catalog Text</p> <p>(*Use <del>striketrough</del> for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)</p> <p>COU 901 Advanced Group Counseling. (3) A The purpose of this course is to enhance students' understanding of group dynamics and refine group facilitation skills. Students will organize, manage, facilitate and evaluate an experiential counseling group in order to develop counselor leadership skills.</p>

**Part III. Recording Data for New, Revised, or Suspended Program**

4. For a new program, provide the catalog description as being proposed.
5. For a revised program, provide the current program requirements using ~~strickthrough~~ for deletions and underlines for additions.
6. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program's suspension.

New or Revised\* Program Text  
 (\*Use ~~strickthrough~~ for deletions and underlines for additions.)

**Part IV. Recording Data for New or Revised Course (Record only new or changed course information.)**

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
COU	901	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED x _____ PC _____ HS _____	CEDP
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 0	
3	Lecture 3	Laboratory _____ Other _____	Cip Code (first two digits only) 13	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____ Data entry person _____	
<b>Co-Requisites and Prerequisites **See definitions on following page**</b>				
<b>Co-Requisite(s):</b> (List only co-requisites. See below for prerequisites and combinations.)				
Course Prefix and No.				
Course Prefix and No.				
<b>Prerequisite(s):</b> (List prerequisites only. List combinations below. Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)				
Course Prefix and No.				
Course Prefix and No.				
Test Scores				
Minimum GPA (when a course grouping or student cumulative GPA is required)				
<b>Co-Requisite(s) and/or Prerequisite(s) Combination</b> (Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)				
Course Prefix and No.				
Test Scores				

Minimum GPA (when a course grouping or student cumulative GPA is required)	
<b>Equivalent Course(s):</b> (credit not allowed with; or formerly:)	
Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks ( e.g. – IVB(3) X ).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

**COU 901: Advanced Group Counseling**  
**Department of Counseling and Educational Psychology**  
**College of Education, Eastern Kentucky University**

**B. COURSE DESCRIPTION:**

The purpose of this course is to enhance students' understanding of group dynamics and refine group facilitation skills. Students will organize, manage, facilitate and evaluate an experiential counseling group in order to develop counselor leadership skills.

**C. TEXT and REQUIRED READINGS:**

Kline, W.B. (2003). *Interactive Group Counseling and Therapy*. Columbus, OH: Prentice Hall.

Yalom, I.D. (1995). *The theory and practice of group psychotherapy* (4<sup>th</sup> ed.). New York: Basic Books.

Current research as published in the professional peer reviewed journals as appropriate.

**D. COURSE OBJECTIVES:**

This course is designed to achieve the following objectives:

1. Review and compare essential group leadership concepts and skills.
2. Investigate and apply theoretical conceptualizations and group leadership principles.

3. Continue to practice skills related to forming, facilitating, maintaining, and ending group experiences in a variety of settings with diverse populations. Construct methods to increase others' knowledge and understanding of: Ethical guidelines for working with task, psychoeducational, counseling, and therapy groups.

- ASGW Training Standards and Guidelines for Best Practice
- Current trends in research and literature about group work.
- Factors related to social ecology and the connection between group dynamics and political, cultural, and social influences.
- Students' unique strengths and weaknesses as members, presenters, facilitators, and observers of groups.

#### E. COURSE OUTLINE:

The instructional delivery model comprises a combination of on-campus seminars and web-based interactive sessions, as well as, field experiences/projects where appropriate. On-campus seminars generally consist of (1) lecture/discussion of relevant topics (2) small and large group activities (3) individual and small group presentations. Workshops, discussions, activities, and presentations relate to the content and objectives specified above under *course description* and *course objectives*. Some specifics with regard to dates and times are decided collaboratively at the first class session. A full outline with course topics for each session, date, deadline, etc. will then be posted on BlackBoard.

#### F. COURSE REQUIREMENTS:

Student performance in meeting the course objectives will be assessed based on the following required activities/projects:

**1. Group Leadership Experience:** Students will facilitate or co-facilitate an 5 to 8 week psychoeducational, counseling, or therapy group that meets consecutively at a school, community counseling organization, or other mental health facility. This includes weekly meetings outside of class (while I encourage students to hold 90 minute group sessions that occur once per week, the time and duration ultimately will be determined by students and co-leaders, if applicable). Students will present a video of group sessions in class in order to reflect upon/discuss group facilitation issues, process feedback, and prepare for and lead future group sessions. This involves being prepared to summarize recent leadership experiences and be involved in feedback related to group theory, facilitation skills, and various co-leadership dynamics.

**2. Assigned Readings & Reflection Logs:** Extensive reading and guided reflections will be used to process leadership experiences and to address content related to group theory and dynamics. On-line interaction (email, possible chat room, etc...) will serve as a supplemental means for communication throughout the duration of this course. Details regarding reading assignments and logs will be posted on BlackBoard.

**3. Group Work Curriculum & Lecture:** In accordance with one of the objectives of this course, to prepare students to teach others about basic group theory and process, students will work as a "task group" to collectively design a master's level group work course for hypothetical students enrolled in a CACREP accredited Counselor Education Program. Accordingly, students will work individually and in pairs/small groups to develop a curriculum and course lectures. Details regarding this assignment will be posted on BlackBoard and will include:

**Step One** - Curriculum Development – In *groups* of two or three, you will develop a

Syllabus and Course Schedule for a 10 week “Group Work” course that will utilize the Kline (2003) text as the required book for this course.

**Step Two** – Course Content & Lecture Development – *Individually*, students will generate a lesson plan, lecture, and activity related to one of the pre-determined topics involved in this course.

**Step Three** – Course Evaluation – In the same **groups** that students developed the syllabus & schedule for this course, they will generate a means to evaluate or assess master’s students’ acquisition of the content and material that is presented in this course.

G. Additional requirements: None

H. EVALUATION/GRADING SCALE:

93% - 100%	A
83% - 92%	B
73% - 82%	C
63% - 72%	D
< 62%	F

I. **STUDENT PROGRESS:** You will be provided with written feedback on each assignment. You may at any time during the semester inquire about your current grade by simply going to the online grade book in Blackboard.

J. **ATTENDANCE POLICY:**

Attendance in on-campus seminars is essential for effective mastery of the course material. All absences are discouraged. If an absence is unavoidable, it must be discussed with the professor, preferably in advance. Active attendance for any web-based activities is also essential. Students should have a back-up plan in the event that they are unable to access the web from their primary computer.

K. **LAST DAY TO DROP A CLASS:**

See ECU academic calendar by clicking *calendars* on the ECU website at [www.ecu.edu](http://www.ecu.edu) .

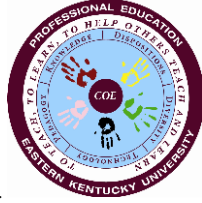
L. **DISABILITIES STATEMENT:**

If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with the course instructor to discuss any accommodations you need. If you need accommodations and are not registered with the Office of Services for Individuals with Disabilities, please contact the office on the third floor of the Student Services Building, by e-mail at [disserv@ecu.edu](mailto:disserv@ecu.edu) or by telephone at (859) 622-2933 V.TDd. Upon individual request, this syllabus can be made available in alternative forms.

M. **ACADEMIC INTEGRITY**

Students are expected to be familiar with and to adhere to the university's academic integrity policy. See [www.academicaffairs.ecu.edu/policy/](http://www.academicaffairs.ecu.edu/policy/)

N. **PROFESSIONAL EDUCATION MODEL COMPONENTS:**



**Curriculum Change Form**  
**(Present only one proposed curriculum change per form)**  
**(Complete only the section(s) applicable.)**

**Part I**

(Check one)	Department Name	Counseling & Educational Psychology
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	Education
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	COU 902
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (30 characters)	Advanced Supervision in Counseling
<input type="checkbox"/> Course Dropped (Part II)	*Program Title	
<input type="checkbox"/> New Program (Part III)		(Major __, Option __; Minor __; or Certificate __)
<input type="checkbox"/> Program Revision (Part III)		
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	
Proposal Approved by:	<u>Date</u>	<u>Date</u>
Departmental Committee	11/23/08	Graduate Council*
<i>Is this a SACS Substantive Change?</i> <b>Yes****</b> <input checked="" type="checkbox"/> <b>No</b> <input type="checkbox"/>		Council on Academic Affairs
College Curriculum Committee		Approved ___ Disapproved ___
General Education Committee*	n/a	Faculty Senate**
Teacher Education Committee*		Board of Regents**
		Council on Postsecondary Edu.***
*If Applicable (Type NA if not applicable.)		
**Approval needed for new, revised, or suspended programs		
***Approval/Posting needed for new degree program or certificate program		
****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

**Completion of A, B, and C is required: (Please be specific, but concise.)**

<p><b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)          Creating a new course for the Ed.D. program</p> <p><b>A. 2. Effective date:</b> (Example: Fall 2001)          Fall 2010</p> <p><b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)</p>
--

**B. The justification for this action:**

New course developed as part of new doctoral program in Counselor Education & Supervision to provide advanced clinical and administrative supervision experiences.

**C. The projected cost (or savings) of this proposal is as follows:**

**Personnel Impact:** Existing faculty will teach this course

**Operating Expenses Impact:** Existing budget

**Equipment/Physical Facility Needs:** None

**Library Resources:** \$2000 for journals and other library resources

**Part II. Recording Data for New, Revised, or Dropped Course**

(For a **new required course**, complete a separate request for the appropriate program revisions.)

7. For a new course, provide the catalog text.
8. For a revised course, provide the current catalog text with the proposed text using strikethrough for deletions and underlines for additions.
9. For a dropped course, provide the current catalog text.

New or Revised\* Catalog Text

(\*Use strikethrough for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

2. COU 906 Advanced Supervision in Counseling. (3) A. This course provides advanced clinical and administrative supervision experiences..

**Part III. Recording Data for New, Revised, or Suspended Program**

7. For a new program, provide the catalog description as being proposed.
8. For a revised program, provide the current program requirements using strikethrough for deletions and underlines for additions.
9. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program's suspension.

New or Revised\* Program Text

(\*Use strikethrough for deletions and underlines for additions.)

**Part IV. Recording Data for New or Revised Course (Record only new or changed course information.)**

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
COU	906	Fall 2010	AS ___ JS ___ BT ___ EM ___ ED x ___ PC ___ HS ___	CEDP
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 0	
3	Lecture 3 ___	Laboratory ___	Other ___	Cip Code (first two digits only) 13



Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)
1	3	N	FR _____ JR _____ SO _____ SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>
		Thesis _____	
		Internship _____	
		Independent Study _____	
		Practicum _____	
			Date of data entry _____
			Data entry person _____

**Co-Requisites and Prerequisites** \*\*See definitions on following page\*\*

**Co-Requisite(s):** (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No. \_\_\_\_\_

Course Prefix and No. \_\_\_\_\_

**Prerequisite(s):** (List prerequisites only. List combinations below. Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)

Course Prefix and No. \_\_\_\_\_

Course Prefix and No. \_\_\_\_\_

Test Scores \_\_\_\_\_

Minimum GPA (when a course grouping or student cumulative GPA is required) \_\_\_\_\_

**Co-Requisite(s) and/or Prerequisite(s) Combination** (Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)

Course Prefix and No. \_\_\_\_\_

Test Scores \_\_\_\_\_

Minimum GPA (when a course grouping or student cumulative GPA is required) \_\_\_\_\_

**Equivalent Course(s):** (credit not allowed with; or formerly:)

Course Prefix and No. \_\_\_\_\_

Course Prefix and No. \_\_\_\_\_

Course Prefix and No. \_\_\_\_\_

Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks ( e.g. – IVB(3) X ).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

**COU 902: College Teaching**  
**Department of Counseling and Educational Psychology**  
**College of Education, Eastern Kentucky University**

**B. COURSE DESCRIPTION:**

This course provides an overview of the issues, principles, and practices associated with effective college teaching. Topics examined include learning and diversity; teaching models and strategies; teacher and student behaviors and learning outcomes; and instructional improvement strategies. The interaction of theory and practice is an important theme of the course. (3 credit hours)

**C. TEXT and REQUIRED READINGS:**

Bain, K. (2004). *What the Best College Teachers Do*. Cambridge MA: Harvard University Press.

Lowman, J. (1995). *Mastering the Techniques of Teaching*, Second Edition. San Francisco: Jossey-Bass.

McKeachie, W. J. (2005). *Teaching Tips: Strategies, Research, and Theory for College and University Teachers*. 12th Edition. Boston, MA: Houghton Muffin.

Current research as published in the professional peer reviewed journals as appropriate.

**D. COURSE OBJECTIVES:**

This course is designed to achieve the following objectives:

1. Analyze the evolution of college teaching and learning in America in order to establish historical and philosophical perspective on the nature and practices of contemporary college teaching.
2. Compare, analyze, and apply a wide variety of traditional, contemporary, and emerging models and styles of college teaching.
3. Understand the nature and diversity of various learning styles which you and your students will utilize to process information, and apply, analyze, and discuss various style-differentiated approaches to instruction.
4. Illustrate applications of behavioral, cognitive and developmental perspectives on learning theory.
5. Evaluate tenets of good practice in college teaching including various approaches to course preparation, planning and goal setting, and teaching for higher level goals.
6. Explore the teaching and learning implications associated with the many dimensions of college student diversity such as age, learning style, gender, ethnicity, epistemological, and intellectual.
7. Compare the relationships between meaningful learning outcomes and specific dimensions of teacher and student behaviors in the college classroom.
8. Comprehend and utilize various collaborative learning approaches.

9. Comprehend and evaluate a variety of instructional approaches including lecture, discussion, the case method, problem-based learning, and service-learning.
10. Formulate an understanding of teaching effectiveness and its implications, both at the level of the instructor and in broader contexts, e.g. departmental, institutional; discuss and evaluate strategies for teaching improvement.
11. Investigate and discuss organizational supports and approaches to development of faculty teaching skills.

#### E. COURSE OUTLINE:

The instructional delivery model comprises a combination of on-campus seminars and web-based interactive sessions, as well as, field experiences/projects where appropriate. On-campus seminars generally consist of (1) lecture/discussion of relevant topics (2) small and large group activities (3) individual and small group presentations. Workshops, discussions, activities, and presentations relate to the content and objectives specified above under *course description* and *course objectives*. Some specifics with regard to dates and times are decided collaboratively at the first class session. A full outline with course topics for each session, date, deadline, etc. will then be posted on BlackBoard.

#### F. COURSE REQUIREMENTS:

Student performance in meeting the course objectives will be assessed based on the following required activities/projects:

##### 1. **Class participation/involvement** score will be based on the following:

- thorough preparation for class, including careful study of the main points in required readings and critical reflection on them using a reading journal (See BlackBoard);
- committed, insightful, participation in classroom presentations, critiques, discussions, and other activities;
- demonstrated effort to improve your own teaching; and,
- support of your colleagues in their efforts to improve their own teaching.

Scores will be assigned according to the following behaviorally-anchored rating scale.

Behavior described is consistent across the semester	90 - 100%
Behavior described is fairly regular but with noticeable lapses	80 – 89%
Behavior described is very inconsistent or rarely observed	70 - 79%

##### 2. **Mid Term Activity:** One assignment to be selected from this

- Directed exercise (10-12 pages). An analytical paper based on a prompt to be provided by instructor. A choice of prompts will be provided on BlackBoard in the Assignments section.
- Book Review (6-8 pages). Read a book of your choice related to college teaching and write a book review. Guidelines for preparing a review are posted in BlackBoard.
- Syllabus. Develop a syllabus for a course you would like to teach (4 pages minimum). Include with the syllabus a Planning Commentary (4-6 pages), describing the level of the course, the intended target student population, and what you did to plan the course, i.e., how you went about deciding what to include in the course, how you determined what materials to use, appropriate assignments, etc, citing class readings to support your decisions. Attach a reference list.

- Personal Case and Analysis. This analysis is comprised of two parts - a personal case description, and, a case analysis. The case description describes an incident which illustrates a teaching dilemma you have experienced. After describing the incident, you are to analyze it by posing critical questions about how the situation might have been more effectively managed so that student learning is improved. Your analysis of the incident is to use material from class readings and discussions that you believe shed light on the problem being illustrated. See the Assignment section of BlackBoard for a more detailed description of assignment.

**3. Final Activity:** One assignment to be selected from this section. Papers are to be between 10-12 pages in length (max is 12 excluding attachments and reference list).

- College Teacher Observation and Interview  
Interview and observe the teaching of a college teacher of your choice. Assess the person's approach to teaching and their effectiveness using what you have learned in this class. Base your assessment on what you learn in the interview, your observation of teaching and learning in the classroom, and any relevant written documents (e.g. syllabus, assignments, graded papers, etc.).
- Teaching Portfolio  
Construct a teaching portfolio that you might use to present yourself as a college teacher either for a job interview or for a summative evaluation of your teaching in a college department. Include a commentary of one page describing how you went about determining what to include in the portfolio, what models if any that you used, and what you learned about your teaching in the process. (See Murray (1994) as one resource).
- Policy Brief/Analysis  
Identify an institutional, departmental, state, or national policy that relates to college teaching (e.g. effectiveness, evaluation). Describe the policy and its context. Analyze the policy (strengths, weaknesses, impacts, implications) and take a position on it. Use class readings and other relevant literature to support your statements and justify your position.
- Self-analysis of Teaching. The purpose of this assignment is for you to conduct a critical evaluation of your own teaching and create a plan for improvement. The assignment is to be based on a reflective and critical analysis of the **relationships between** (a) the general principles and practices of effective teaching and (b) the unique challenges of teaching courses in counseling. In your writing, you must make explicit which principles (include citations to references in the literature we have studied) you are connecting or relating to which aspects of teaching in counseling.. If you have had college teaching experience, your reflections and analyses can be experiential; otherwise, your reflections and analyses can be speculative. One technique for preparing to write your paper--one that students have reported as especially helpful to them--is to keep a journal of your reflections on the various ways in which the readings and classroom experiences throughout this course relate to and have particular implications for the special challenges of teaching in counseling.

Comment [md1]:

Comment [md2]: T philosophy should be included

G. Additional requirements: None

H. EVALUATION/GRADING SCALE:

93% - 100%	A
83% - 92%	B
73% - 82%	C
63% - 72%	D
< 62%	F

**I. STUDENT PROGRESS:** You will be provided with written feedback on each assignment. You may at any time during the semester inquire about your current grade by simply going to the online grade book in Blackboard.

**J. ATTENDANCE POLICY:**

Attendance in on-campus seminars is essential for effective mastery of the course material. All absences are discouraged. If an absence is unavoidable, it must be discussed with the professor, preferably in advance. Active attendance for any web-based activities is also essential. Students should have a back-up plan in the event that they are unable to access the web from their primary computer.

**K. LAST DAY TO DROP A CLASS:**

See EKU academic calendar by clicking *calendars* on the EKU website at [www.eku.edu](http://www.eku.edu).

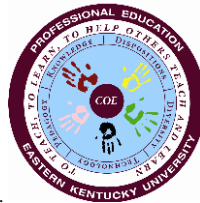
**L. DISABILITIES STATEMENT:**

If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with the course instructor to discuss any accommodations you need. If you need accommodations and are not registered with the Office of Services for Individuals with Disabilities, please contact the office on the third floor of the Student Services Building, by e-mail at [disserv@eku.edu](mailto:disserv@eku.edu) or by telephone at (859) 622-2933 V.TDd. Upon individual request, this syllabus can be made available in alternative forms.

**M. ACADEMIC INTEGRITY**

Students are expected to be familiar with and to adhere to the university's academic integrity policy. See [www.academicaffairs.eku.edu/policy/](http://www.academicaffairs.eku.edu/policy/)

**N. PROFESSIONAL EDUCATION MODEL COMPONENTS:**



**Curriculum Change Form**  
**(Present only one proposed curriculum change per form)**  
**(Complete only the section(s) applicable.)**

**Part I**

(Check one)	Department Name	Counseling & Educational Psychology
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	Education
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	COU 903
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (30 characters)	Advanced Multicultural Counseling

Course Dropped (Part II)	*Program Title		
New Program (Part III)		(Major __, Option __; Minor __; or Certificate __)	
Program Revision (Part III)			
Program Suspended (Part III)	*Provide only the information relevant to the proposal.		
Proposal Approved by:	<u>Date</u>		<u>Date</u>
Departmental Committee	11/23/08	Graduate Council*	
<i>Is this a SACS Substantive Change?</i>	Yes**** <input checked="" type="checkbox"/> No <input type="checkbox"/>	Council on Academic Affairs	
College Curriculum Committee		Approved Disapproved	
General Education Committee*	n/a	Faculty Senate**	
Teacher Education Committee*		Board of Regents**	
		Council on Postsecondary Edu.***	
*If Applicable (Type NA if not applicable.)			
**Approval needed for new, revised, or suspended programs			
***Approval/Posting needed for new degree program or certificate program			
****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.			

**Completion of A, B, and C is required: (Please be specific, but concise.)**

<p><b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Creating a new course for the Ed.D. program</p> <p><b>A. 2. Effective date:</b> (Example: Fall 2001) Fall 2010</p> <p><b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)</p>
<p><b>B. The justification for this action:</b> New course developed as part of new doctoral program in Counselor Education &amp; Supervision to provide advanced instruction in multicultural counseling.</p>
<p><b>C. The projected cost (or savings) of this proposal is as follows:</b>  <b>Personnel Impact:</b> Existing faculty will teach this course   <b>Operating Expenses Impact:</b> Existing budget   <b>Equipment/Physical Facility Needs:</b> None   <b>Library Resources:</b> \$2000 for journals and other library resources</p>

**Part II. Recording Data for New, Revised, or Dropped Course**

(For a new required course, complete a separate request for the appropriate program revisions.)

<p>10. For a new course, provide the catalog text.</p> <p>11. For a revised course, provide the current catalog text with the proposed text using <del>strikethrough</del> for deletions and <u>underlines</u> for additions.</p> <p>12. For a dropped course, provide the current catalog text.</p>
<p style="text-align: center;">New or Revised* Catalog Text</p> <p>(*Use <del>strikethrough</del> for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)</p>

COU 903 Advanced Multicultural Counseling (3) A. Current social and cultural issues, social change theory, oppression models, and advocacy action planning for counselors/consultants, supervisors, and counseling faculty members are addressed. Students examine their own cultural heritage and state of multidimensional identity development in relation to therapeutic relationships.

**Part III. Recording Data for New, Revised, or Suspended Program**

10. For a new program, provide the catalog description as being proposed.
11. For a revised program, provide the current program requirements using ~~strikethrough~~ for deletions and underlines for additions.
12. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program's suspension.

New or Revised\* Program Text  
 (\*Use ~~strikethrough~~ for deletions and underlines for additions.)

**Part IV. Recording Data for New or Revised Course** (Record only **new or changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*	
COU	903	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED x _____ PC _____ HS _____	CEDP	
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 0		
3	Lecture 3 _____ Laboratory _____ Other _____		Cip Code (first two digits only) 13		
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)		
1	3	N	FR _____ JR _____ SO _____ SR _____		
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>		
					Date of data entry _____
					Data entry person _____
		Thesis _____			
		Internship _____			
		Independent Study _____			
		Practicum _____			
<b>Co-Requisites and Prerequisites</b> <span style="color: red;">**See definitions on following page**</span>					
<b>Co-Requisite(s):</b> (List only co-requisites. See below for prerequisites and combinations.)					
Course Prefix and No.					
Course Prefix and No.					
<b>Prerequisite(s):</b> (List prerequisites only. List combinations below. Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D.)					
Course Prefix and No.					
Course Prefix and No.					
Test Scores					

Minimum GPA (when a course grouping or student cumulative GPA is required)	
<b>Co-Requisite(s) and/or Prerequisite(s) Combination</b> (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
<b>Equivalent Course(s):</b> (credit not allowed with; or formerly:)	
Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks ( e.g. – IVB(3) X ).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

**COU 903: Advanced Multicultural Counseling**  
**Department of Counseling and Educational Psychology**  
**College of Education, Eastern Kentucky University**

**B. COURSE DESCRIPTION:**

Current social and cultural issues, social change theory, oppression models, and advocacy action planning for counselors/consultants, supervisors, and counseling faculty members are addressed. Students examine their own cultural heritage and state of multidimensional identity development in relation to therapeutic relationships (3 credit hours).

**C. TEXT and REQUIRED READINGS:**

Adams, M., Blumenfeld, W.J., Castaneda, R., Hackman, H.W., Peters, M.L., & Zuniga, X. (Eds.). (2010). *Readings for Diversity and Social Justice: An Anthology on Racism, Antisemitism, Sexism, Heterosexism, Ableism, and Classism*. New York. Routledge.

Williams, J.A. (2002) *Appalachia: A History*. University of North Carolina Press.

Current research as published in the professional peer reviewed journals as assigned.

**D. COURSE OBJECTIVES:**



This course is designed to achieve the following objectives:

1. Review the application of multicultural counseling competencies.
2. Assess knowledge of the Appalachian culture and its counseling needs.
3. Apply multicultural counseling research to practice.
4. Develop an ability to incorporate multicultural concerns in counseling practice.

#### E. COURSE OUTLINE:

The instructional delivery model comprises a combination of on-campus seminars and web-based interactive sessions, as well as, field experiences/projects where appropriate. On-campus seminars generally consist of (1) lecture/discussion of relevant topics (2) small and large group activities (3) individual and small group presentations. Workshops, discussions, activities, and presentations relate to the content and objectives specified above under *course description* and *course objectives*. Some specifics with regard to dates and times are decided collaboratively at the first class session. A full outline with course topics for each session, date, deadline, etc. will then be posted on BlackBoard.

#### F. COURSE REQUIREMENTS:

Student performance in meeting the course objectives will be assessed based on the following required activities/projects:

1. Analysis paper. Students will research and write an analysis paper on the multicultural environment of Appalachia. The paper should include considerations for professional counselors. Students may choose to focus on school, community, or agency settings or may choose to focus on a particular aspect of the population (e.g. women, men, gay, lesbian). Papers should include strategies to meet the cultural concerns of the populations and settings being served. Also to be included are the strategies necessary on the part of the multiculturally competent counselor
2. Journal: (ongoing psychosocial reflections of your course and course related experiences: minimum of one entry per class meeting)
3. Case Study Diagnostics. Socio-cultural reaction to presented print and/or video-based cases.
4. Presentation of Final Consulting Case. See BlackBoard for details.

G. Additional requirements: None

#### H. EVALUATION/GRADING SCALE:

93% - 100%	A
83% - 92%	B
73% - 82%	C
63% - 72%	D
< 62%	F

**I. STUDENT PROGRESS:** You will be provided with written feedback on each assignment. You may at any time during the semester inquire about your current grade by simply going to the online grade book in Blackboard.

**J. ATTENDANCE POLICY:**

Attendance in on-campus seminars is essential for effective mastery of the course material. All absences are discouraged. If an absence is unavoidable, it must be discussed with the professor, preferably in advance. Active attendance for any web-based activities is also essential. Students should have a back-up plan in the event that they are unable to access the web from their primary computer.

**K. LAST DAY TO DROP A CLASS:**

See EKU academic calendar by clicking *calendars* on the EKU website at [www.eku.edu](http://www.eku.edu).

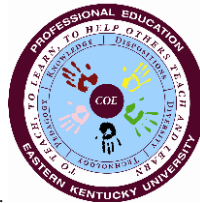
**L. DISABILITIES STATEMENT:**

If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with the course instructor to discuss any accommodations you need. If you need accommodations and are not registered with the Office of Services for Individuals with Disabilities, please contact the office on the third floor of the Student Services Building, by e-mail at [disserv@eku.edu](mailto:disserv@eku.edu) or by telephone at (859) 622-2933 V.TDd. Upon individual request, this syllabus can be made available in alternative forms.

**M. ACADEMIC INTEGRITY**

Students are expected to be familiar with and to adhere to the university's academic integrity policy. See [www.academicaffairs.eku.edu/policy/](http://www.academicaffairs.eku.edu/policy/)

**N. PROFESSIONAL EDUCATION MODEL COMPONENTS:**



**Curriculum Change Form**  
**(Present only one proposed curriculum change per form)**  
**(Complete only the section(s) applicable.)**

**Part I**

<b>(Check one)</b>	Department Name	Counseling & Educational Psychology	
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	Education	
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	COU 904	
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (30 characters)	Advanced Counseling Interventions	
<input type="checkbox"/> Course Dropped (Part II)	*Program Title		
<input type="checkbox"/> New Program (Part III)		(Major __, Option __; Minor __; or Certificate __)	
<input type="checkbox"/> Program Revision (Part III)			
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.		
Proposal Approved by:			
	<u>Date</u>		<u>Date</u>
Departmental Committee	11/23/08	Graduate Council*	
<i>Is this a SACS Substantive Change?</i> <b>Yes****</b> <input checked="" type="checkbox"/> <b>No</b> <input type="checkbox"/>		Council on Academic Affairs	
College Curriculum Committee		Approved	Disapproved
General Education Committee*	n/a	Faculty Senate**	
Teacher Education Committee*		Board of Regents**	
		Council on Postsecondary Edu.***	
*If Applicable (Type NA if not applicable.)			
**Approval needed for new, revised, or suspended programs			
***Approval/Posting needed for new degree program or certificate program			
****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.			

**Completion of A, B, and C is required: (Please be specific, but concise.)**

<b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)	Creating a new course for the Ed.D. program
--	---

**A. 2. Effective date:** (Example: Fall 2001)

Fall 2010

**A. 3. Effective date of suspended programs for currently enrolled students:** (if applicable)

**B. The justification for this action:**

New course developed as part of new doctoral program in Counselor Education & Supervision to provide advanced counseling interventions skills.

**C. The projected cost (or savings) of this proposal is as follows:**

**Personnel Impact: Existing faculty will teach this course**

**Operating Expenses Impact: Existing budget**

**Equipment/Physical Facility Needs: None**

**Library Resources: \$2000 for journals and other library resources**

**Part II. Recording Data for New, Revised, or Dropped Course**

(For a **new required course**, complete a separate request for the appropriate program revisions.)

13. For a new course, provide the catalog text.
14. For a revised course, provide the current catalog text with the proposed text using ~~striketrough~~ for deletions and underlines for additions.
15. For a dropped course, provide the current catalog text.

New or Revised\* Catalog Text

(\*Use ~~striketrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

COU 904 Advanced Counseling Interventions. (3) A The study of advanced interventions used by professional counselors in providing counseling services to clients will be addressed. Models and methods of assessment in evaluating client outcomes and application of theory to practice will be examined

**Part III. Recording Data for New, Revised, or Suspended Program**

13. For a new program, provide the catalog description as being proposed.
14. For a revised program, provide the current program requirements using ~~striketrough~~ for deletions and underlines for additions.
15. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program's suspension.

New or Revised\* Program Text

(\*Use ~~striketrough~~ for deletions and underlines for additions.)

**Part IV. Recording Data for New or Revised Course** (Record only **new or changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
COU	904	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED <input checked="" type="checkbox"/> _____ PC _____ HS _____	CEDP
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 0	
3	Lecture 3 _____ Laboratory _____ Other _____		Cip Code (first two digits only) 13	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____ JR _____ SO _____ SR _____	
			<b>FOR BANNER USE ONLY</b> Date of data entry _____ Data entry person _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>		
		Thesis _____		
		Internship _____		
		Independent Study _____ Practicum _____		

**Co-Requisites and Prerequisites** **\*\*See definitions on following page\*\***

**Co-Requisite(s):** (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No. \_\_\_\_\_

Course Prefix and No. \_\_\_\_\_

**Prerequisite(s):** (List prerequisites only. List combinations below. Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)

Course Prefix and No. \_\_\_\_\_

Course Prefix and No. \_\_\_\_\_

Test Scores \_\_\_\_\_

Minimum GPA (when a course grouping or student cumulative GPA is required) \_\_\_\_\_

**Co-Requisite(s) and/or Prerequisite(s) Combination** (Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)

Course Prefix and No. \_\_\_\_\_

Test Scores \_\_\_\_\_

Minimum GPA (when a course grouping or student cumulative GPA is required) \_\_\_\_\_

**Equivalent Course(s):** (credit not allowed with; or formerly:)

Course Prefix and No. \_\_\_\_\_

Course Prefix and No. \_\_\_\_\_

Course Prefix and No. \_\_\_\_\_

Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks ( e.g. – IVB(3) X ).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

**COU 904: Advanced Counseling Interventions**  
**Department of Counseling and Educational Psychology**  
**College of Education, Eastern Kentucky University**

**B. COURSE DESCRIPTION:**

The study of advanced interventions used by professional counselors in providing counseling services to clients will be addressed. Models and methods of assessment in evaluating client outcomes and application of theory to practice will be examined (3 credit hours).

**C. TEXT and REQUIRED READINGS:**

Seligman, L. (2005). *Systems, strategies, and skills of counseling and psychotherapy (2<sup>nd</sup> ed.)*.  
Upper Saddle River, NJ: Merrill/Prentice Hall.

Current research as published in the professional peer reviewed journals as appropriate.

**D. COURSE OBJECTIVES:**

**COURSE OBJECTIVES:**

This course is designed to achieve the following objectives:

1. To describe, demonstrate and practice key concepts important to developing a therapeutic relationship;
2. To demonstrate, through practice, your use of current assessment models and methods;
3. To develop, strengthen, and refine, through practice and use of client data, your case conceptualization skills;
4. To select and apply advanced counseling interventions that fit within your chosen theory;
5. To examine the role of sociocultural, demographic, and lifestyle diversity issues in deciding on a case conceptualization and choice of interventions;
6. To evaluate and discuss ethical issues related to the use of counseling interventions with different populations;
7. To apply the research and practice literature.

**E. COURSE OUTLINE:**

The instructional delivery model comprises a combination of on-campus seminars and web-based interactive sessions, as well as, field experiences/projects where appropriate. On-campus seminars generally consist of (1) lecture/discussion of relevant topics (2) small and large group activities (3) individual and small group presentations. Workshops, discussions, activities, and presentations relate to the content and objectives specified above under *course description* and *course objectives*. Some specifics with regard to dates and times are decided collaboratively at the first

class session. A full outline with course topics for each session, date, deadline, etc. will then be posted on BlackBoard.

#### F. COURSE REQUIREMENTS:

Student performance in meeting the course objectives will be assessed based on the following required activities/projects:

1. Class attendance and participation as defined by class members and instructor.
2. Short papers. **One** learning goal paper and **five** short reflection papers (3-5 typed pages) will be assigned. Please write in a personal style and follow APA (5<sup>th</sup> edition). For each paper there are reflection questions that will be posted on BlackBoard. Please review these questions prior to the date due for each paper.
3. Selection of a counseling theoretical approach for use in the “real” plays. Read the chapters in the Seligman text which address your chosen approach. You will demonstrate the application of your chosen theory through the real plays.
4. Three “real” plays as counselor and client. You will participate in 3 real plays as a counselor and 3 as a client. Each real play session includes 3 parts:  
*The actual real play;*  
*IPR session and feedback*  
*Reflection questions to be completed by the counselor*
5. A final paper integrating your learning from all class activities and assignments. Directions will be posted on BlackBoard.
6. Course Portfolio. This assignment will be due on the last day of class. You are asked to assemble all your work to date. Please include an assessment of your attendance and class participation points based on the consensus agreement developed in the first class. Please also include a short paragraph summarizing your learning in the class and indicate your recommended course grade.

G. Additional requirements: None

#### H. EVALUATION/GRADING SCALE:

93% - 100%	A
83% - 92%	B
73% - 82%	C
63% - 72%	D
< 62%	F

I. **STUDENT PROGRESS:** You will be provided with written feedback on each assignment. You may at any time during the semester inquire about your current grade by simply going to the online grade book in Blackboard.

#### J. ATTENDANCE POLICY:

Attendance in on-campus seminars is essential for effective mastery of the course material. All absences are

discouraged. If an absence is unavoidable, it must be discussed with the professor, preferably in advance. Active attendance for any web-based activities is also essential. Students should have a back-up plan in the event that they are unable to access the web from their primary computer.

**K. LAST DAY TO DROP A CLASS:**

See EKU academic calendar by clicking *calendars* on the EKU website at [www.eku.edu](http://www.eku.edu) .

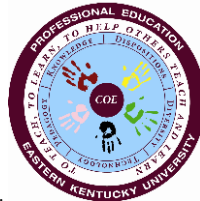
**L. DISABILITIES STATEMENT:**

If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with the course instructor to discuss any accommodations you need. If you need accommodations and are not registered with the Office of Services for Individuals with Disabilities, please contact the office on the third floor of the Student Services Building, by e-mail at [disserv@eku.edu](mailto:disserv@eku.edu) or by telephone at (859) 622-2933 V.TDd. Upon individual request, this syllabus can be made available in alternative forms.

**M. ACADEMIC INTEGRITY**

Students are expected to be familiar with and to adhere to the university's academic integrity policy. See [www.academicaffairs.eku.edu/policy/](http://www.academicaffairs.eku.edu/policy/)

**N. PROFESSIONAL EDUCATION MODEL COMPONENTS:**





**Curriculum Change Form**  
**(Present only one proposed curriculum change per form)**  
**(Complete only the section(s) applicable.)**

**Part I**

<b>(Check one)</b>	Department Name	Counseling & Educational Psychology
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	Education
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	COU 905
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (30 characters)	Advanced Family Counseling
<input type="checkbox"/> Course Dropped (Part II)	*Program Title	
<input type="checkbox"/> New Program (Part III)		(Major __, Option __; Minor __; or Certificate __)
<input type="checkbox"/> Program Revision (Part III)		
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	<u>Date</u>	<u>Date</u>
Departmental Committee	11/23/08	Graduate Council*
<i>Is this a SACS Substantive Change?</i> <b>Yes****</b> <input checked="" type="checkbox"/> <b>No</b> <input type="checkbox"/>		Council on Academic Affairs
College Curriculum Committee		Approved ___ Disapproved ___
General Education Committee*	n/a	Faculty Senate**
Teacher Education Committee*		Board of Regents**
		Council on Postsecondary Edu.***

\*If Applicable (Type NA if not applicable.)  
\*\*Approval needed for new, revised, or suspended programs  
\*\*\*Approval/Posting needed for new degree program or certificate program  
\*\*\*\*If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.

**Completion of A, B, and C is required: (Please be specific, but concise.)**

<p><b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)          Creating a new course for the Ed.D. program</p> <p><b>A. 2. Effective date:</b> (Example: Fall 2001)          Fall 2010</p> <p><b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)</p>
<p><b>B. The justification for this action:</b>          New course developed as part of new doctoral program in Counselor Education &amp; Supervision to provide advanced instruction in the family counseling theory and practice.</p>
<p><b>C. The projected cost (or savings) of this proposal is as follows:</b></p> <p><b>Personnel Impact:</b> Existing faculty will teach this course</p> <p><b>Operating Expenses Impact:</b> Existing budget</p> <p><b>Equipment/Physical Facility Needs:</b> None</p>

**Library Resources: \$2000 for journals and other library resources**

**Part II. Recording Data for New, Revised, or Dropped Course**

(For a **new required course**, complete a separate request for the appropriate program revisions.)

- 16. For a new course, provide the catalog text.
- 17. For a revised course, provide the current catalog text with the proposed text using **strikethrough** for deletions and **underlines** for additions.
- 18. For a dropped course, provide the current catalog text.

**New or Revised\* Catalog Text**

(\*Use **strikethrough** for deletions and **underlines** for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

COU 905 Advanced Family Counseling. (3) A. This course is an advanced application course of the field of marriage and family counseling/therapy. Students will apply family counseling techniques to case studies and real families.

**Part III. Recording Data for New, Revised, or Suspended Program**

- 16. For a new program, provide the catalog description as being proposed.
- 17. For a revised program, provide the current program requirements using **strikethrough** for deletions and **underlines** for additions.
- 18. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program's suspension.

**New or Revised\* Program Text**

(\*Use **strikethrough** for deletions and **underlines** for additions.)

**Part IV. Recording Data for New or Revised Course (Record only new or changed course information.)**

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
COU	905	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED x _____ PC _____ HS _____	CEDP
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 0	
3	Lecture 3 _____	Laboratory _____	Other _____	Cip Code (first two digits only) 13
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____	JR _____
			SO _____	SR _____
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>	

		Thesis _____	Date of data entry _____
		Internship _____	
		Independent Study _____	Data entry person _____
		Practicum _____	

**Co-Requisites and Prerequisites** **\*\*See definitions on following page\*\***

**Co-Requisite(s):** (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No.	
-----------------------	--

Course Prefix and No.	
-----------------------	--

**Prerequisite(s):** (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)

Course Prefix and No.	
-----------------------	--

Course Prefix and No.	
-----------------------	--

Test Scores	
-------------	--

Minimum GPA (when a course grouping or student cumulative GPA is required)	
--	--

**Co-Requisite(s) and/or Prerequisite(s) Combination** (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)

Course Prefix and No.	
-----------------------	--

Test Scores	
-------------	--

Minimum GPA (when a course grouping or student cumulative GPA is required)	
--	--

**Equivalent Course(s):** (credit not allowed with; or formerly:)

Course Prefix and No.	
-----------------------	--

Course Prefix and No.	
-----------------------	--

Course Prefix and No.	
-----------------------	--

Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks ( e.g. – IVB(3) X ).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

**COU 905: Advanced Family  
Department of Counseling and Educational Psychology  
College of Education, Eastern Kentucky University**

**B. COURSE DESCRIPTION:**

This course is an advanced application course of the field of marriage and family counseling/therapy. Students will apply family counseling techniques to case studies and real families (3 hours).

C. TEXT and REQUIRED READINGS:

**Family Therapy: A Systemic Integration (7th Edition)** by Dorothy Stroh Becvar and Raphael J. Becvar  
(Hardcover - Oct 16, 2008)

**Family Therapy: Concepts & Methods (8th Edition)** by Michael P. Nichols and Richard C Schwartz  
(Hardcover - Oct 19, 2007)

Current research as published in the professional peer reviewed journals as appropriate.

D. COURSE OBJECTIVES:

This course is designed to achieve the following objectives:

1. construct a relational and systems paradigm as a means of conceptualizing human behavior and family interactions.
2. acquire substantial knowledge regarding the field of family therapy, its history, development, major figures, and potential uses, as well as the philosophical and etiological premises that define the practice of marriage and family counseling.
3. compare and contrast theories and techniques and their application in working with couples and families.
4. assess areas such as family life-cycle development, healthy family functioning, diversity, family-of-origin, and implications of professional and ethical issues unique to family work.
5. compare roles of marriage and family counselors in a variety of practice settings and in relation to other helping professions
6. apply their understanding of family dynamics in relation to their own families

E. COURSE OUTLINE:

The instructional delivery model comprises a combination of on-campus seminars and web-based interactive sessions, as well as, field experiences/projects where appropriate. On-campus seminars generally consist of (1) lecture/discussion of relevant topics (2) small and large group activities (3) individual and small group presentations. Workshops, discussions, activities, and presentations relate to the content and objectives specified above under *course description* and *course objectives*. Some specifics with regard to dates and times are decided collaboratively at the first class session. A full outline with course topics for each session, date, deadline, etc. will then be posted on BlackBoard.

F. COURSE REQUIREMENTS:

Student performance in meeting the course objectives will be assessed based on the following required activities/projects:

1. Each student will choose a school of thought in family counseling theory. The school of thought chosen will be represented by one or more specific theories. The student will develop a scenario for the major theory and its application and present to the class. Role-play will include counselor(s) and client(s), with the class functioning as participant-observer. At the end of the role play, the student will discuss his/her method of approaching the issue(s) with the client, the intervention skills and techniques used with a rationale. Care should be given to how such a theory(s) might be applied to diverse populations (including children), and such issues as grief and loss. The student will also should provide a handout for the class that describes the appropriate intervention strategies. Presentation should be 45-60 minutes.
2. Personal Theoretical Paper: Each student should construct an initial personal theoretical orientation to family counseling. A research paper describing the theoretical orientation and any possible changes that might have occurred during the semester should be included. Each paper must specify the field

of family therapy, its history, development, major figures, and potential uses, as well as the philosophical and etiological premises that define the practice of marriage and family counseling Students should include their strategies of implementation of their chosen theory to professional practice in Appalachia.

3. Non-western Theoretical Paper: Students will choose a non-western/major family counseling theory to explore. They will write a paper discussing the implementation on this theory to the surrounding culture. Students should include strategies of implementation and appropriateness of theoretical fit to the population and assess areas such as family life-cycle development, healthy family functioning, diversity, family-of-origin, and implications of professional and ethical issues unique to family work.
4. Students will organize a debate and compare the merits of the roles of marriage and family counselors in a variety of practice settings and in relation to other helping professions

G. Additional requirements: None

H. EVALUATION/GRADING SCALE:

93% - 100%	A
83% - 92%	B
73% - 82%	C
63% - 72%	D
< 62%	F

**I. STUDENT PROGRESS:** You will be provided with written feedback on each assignment. You may at any time during the semester inquire about your current grade by simply going to the online grade book in Blackboard.

J. ATTENDANCE POLICY:

Attendance in on-campus seminars is essential for effective mastery of the course material. All absences are discouraged. If an absence is unavoidable, it must be discussed with the professor, preferably in advance. Active attendance for any web-based activities is also essential. Students should have a back-up plan in the event that they are unable to access the web from their primary computer.

K. LAST DAY TO DROP A CLASS:

See ECU academic calendar by clicking *calendars* on the ECU website at [www.ecu.edu](http://www.ecu.edu).

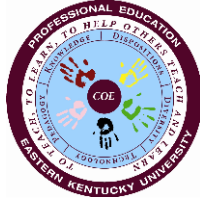
L. DISABILITIES STATEMENT:

If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with the course instructor to discuss any accommodations you need. If you need accommodations and are not registered with the Office of Services for Individuals with Disabilities, please contact the office on the third floor of the Student Services Building, by e-mail at [disserv@ecu.edu](mailto:disserv@ecu.edu) or by telephone at (859) 622-2933 V.TDd. Upon individual request, this syllabus can be made available in alternative forms.

M. ACADEMIC INTEGRITY

Students are expected to be familiar with and to adhere to the university's academic integrity policy. See [www.academicaffairs.ecu.edu/policy/](http://www.academicaffairs.ecu.edu/policy/)

N. PROFESSIONAL EDUCATION MODEL COMPONENTS:



**Curriculum Change Form**  
**(Present only one proposed curriculum change per form)**  
**(Complete only the section(s) applicable.)**

**Part I**

(Check one)	Department Name	Counseling & Educational Psychology
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	Education
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	COU 906
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (30 characters)	Advanced Supervision in Counseling
<input type="checkbox"/> Course Dropped (Part II)	*Program Title	(Major __, Option __; Minor __; or Certificate __)
<input type="checkbox"/> New Program (Part III)		
<input type="checkbox"/> Program Revision (Part III)		
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	
Proposal Approved by:	Date	Date

Departmental Committee	11/23/08	Graduate Council*	_____
<i>Is this a SACS Substantive Change?</i> Yes**** <input checked="" type="checkbox"/> No <input type="checkbox"/>		Council on Academic Affairs	_____
College Curriculum Committee	_____	Approved _____ Disapproved _____	_____
General Education Committee*	n/a	Faculty Senate**	_____
Teacher Education Committee*	_____	Board of Regents**	_____
		Council on Postsecondary Edu.***	_____

\*If Applicable (Type NA if not applicable.)  
\*\*Approval needed for new, revised, or suspended programs  
\*\*\*Approval/Posting needed for new degree program or certificate program  
\*\*\*\*If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.

**Completion of A, B, and C is required: (Please be specific, but concise.)**

<p><b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)  Creating a new course for the Ed.D. program</p> <p><b>A. 2. Effective date:</b> (Example: Fall 2001)  Fall 2010</p> <p><b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)</p>
<p><b>B. The justification for this action:</b>  New course developed as part of new doctoral program in Counselor Education &amp; Supervision to provide advanced clinical and administrative supervision experiences.</p>
<p><b>C. The projected cost (or savings) of this proposal is as follows:</b></p> <p><b>Personnel Impact:</b> Existing faculty will teach this course</p> <p><b>Operating Expenses Impact:</b> Existing budget</p> <p><b>Equipment/Physical Facility Needs:</b> None</p> <p><b>Library Resources:</b> \$2000 for journals and other library resources</p>

**Part II. Recording Data for New, Revised, or Dropped Course**

(For a new required course, complete a separate request for the appropriate program revisions.)

<p>19. For a new course, provide the catalog text.</p> <p>20. For a revised course, provide the current catalog text with the proposed text using <del>strike through</del> for deletions and <u>underlines</u> for additions.</p> <p>21. For a dropped course, provide the current catalog text.</p>
<p style="text-align: center;">New or Revised* Catalog Text</p> <p>(*Use <del>strike through</del> for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)</p>
<p>3. COU 906 Advanced Supervision in Counseling. (3) A. This course provides advanced clinical and administrative supervision experiences..</p>

**Part III. Recording Data for New, Revised, or Suspended Program**

19. For a new program, provide the catalog description as being proposed.  
 20. For a revised program, provide the current program requirements using ~~striethrough~~ for deletions and underlines for additions.  
 21. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program's suspension.

New or Revised\* Program Text  
 (\*Use ~~striethrough~~ for deletions and underlines for additions.)

**Part IV. Recording Data for New or Revised Course (Record only new or changed course information.)**

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
COU	906	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED x _____ PC _____ HS _____	CEDP
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 0	
3	Lecture 3 Laboratory _____ Other _____		Cip Code (first two digits only) 13	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>  Date of data entry _____ Data entry person _____	
<b>Co-Requisites and Prerequisites <span style="color: red;">**See definitions on following page**</span></b>				
<b>Co-Requisite(s):</b> (List only co-requisites. See below for prerequisites and combinations.)				
Course Prefix and No.				
Course Prefix and No.				
<b>Prerequisite(s):</b> (List prerequisites only. List combinations below. Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)				
Course Prefix and No.				
Course Prefix and No.				
Test Scores				
Minimum GPA (when a course grouping or student cumulative GPA is required)				
<b>Co-Requisite(s) and/or Prerequisite(s) Combination</b> (Use "and" and "or" literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)				
Course Prefix and No.				
Test Scores				



Minimum GPA (when a course grouping or student cumulative GPA is required)	
<b>Equivalent Course(s):</b> (credit not allowed with; or formerly:)	
Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks ( e.g. – IVB(3) X ).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

**COU 906: Advanced Supervision in Counseling**  
**Department of Counseling and Educational Psychology**  
**College of Education, Eastern Kentucky University**

**B. COURSE DESCRIPTION:**

Students will have the opportunity to refine their skills and enhance their understanding of clinical and administrative supervision in terms of various theoretical orientations and approaches to the art of supervision in counseling.

**C. TEXT and REQUIRED READINGS:**

Bernard, J.M., & Goodyear, R.K. (2008). *Fundamentals of clinical supervision* (4th ed.). Boston: Allyn & Bacon

Robins, S.P., DeCenzo, D.A., & Wolter, R. (2009). *Supervision Today* (6<sup>th</sup> ed.). Prentice Hall.

Current research as published in the professional peer reviewed journals as assigned.

**D. COURSE OBJECTIVES:**

This course is designed to achieve the following objectives:

1. Analyze supervision theory and process.
2. Examine various modalities of clinical and administrative supervision.
3. Provide strategies designed to enhance the practice of supervision in counseling.
4. Compare common concerns from a multicultural perspective regarding the legal and ethical demands in clinical supervision.

#### E. COURSE OUTLINE:

The instructional delivery model comprises a combination of on-campus seminars and web-based interactive sessions, as well as, field experiences/projects where appropriate. On-campus seminars generally consist of (1) lecture/discussion of relevant topics (2) small and large group activities (3) individual and small group presentations. Workshops, discussions, activities, and presentations relate to the content and objectives specified above under *course description* and *course objectives*. Some specifics with regard to dates and times are decided collaboratively at the first class session. A full outline with course topics for each session, date, deadline, etc. will then be posted on BlackBoard.

#### F. COURSE REQUIREMENTS:

Student performance in meeting the course objectives will be assessed based on the following required activities/projects:

1. **Attendance & Participation:** Due to the nature and structure of this class, attendance, punctuality, and participation are essential to the learning process. You will be expected to attend each class and participate in various activities and small group discussions. Should an issue arise that prevents your attendance, you must notify me via email, phone, or fax

2. **Supervision Session:** You will video tape and present a supervision session at some point throughout the duration of the course. You will also select and complete one of the supervisor inventories that is located in Bernard and Goodyear's (2004) text, in the "Supervisor's Tool Box" (pp. 303-339). You will present your completed inventory, as well as a one page narrative of the supervisory session, your explanation of your theoretical orientation to supervision and your personal supervisory style. In a small group format, peers will offer feedback regarding your taped vignette.
3. **Classroom Presentation:** You will select a topic related to clinical supervision and provide a 1 hour presentation regarding this topic. Presentations should include content and handouts that outline the selected topic as it pertains to counseling or counselor education. You may select a topic from the text books that have been assigned to this class. You will also be encouraged to explore current literature and research that pertains to the selected topic, beyond that which exists in the texts that have been assigned for this class. Creativity and originality are strongly included as you plan your presentation and develop ideas about how to solicit class involvement. A discussion regarding specific topics, dates of presentations, and other facets of this assignment will ensue during the first class meeting.
4. **Legal or Ethical Dilemma Assignment:** Select a specific legal or ethical issue that pertains to supervision in counselor education. Write a page or two that details the dilemma and your thoughts regarding the most ethically and legally competent solution. You are specifically encouraged to use case examples from your supervisory experiences to link your theoretical beliefs with your practice of clinical supervision. Whenever most appropriate, following the supervision session or your classroom presentation, you will present your legal or ethical dilemma to the class and explain your proposed plan of action. You will then facilitate a group discussion regarding your peers' reactions to your plan of action.
5. **Supervision Model Application Paper:** At the end of this course, you will reflect on experiences throughout the semester, evaluate your development as a supervisor and discuss your reaction to and incorporation of feedback received about your supervision sessions.

G. Additional requirements: None

H. EVALUATION/GRADING SCALE:

93% - 100%	A
83% - 92%	B
73% - 82%	C
63% - 72%	D
< 62%	F

I. **STUDENT PROGRESS:** You will be provided with written feedback on each assignment. You may at any time during the semester inquire about your current grade by simply going to the online grade book in Blackboard.

J. ATTENDANCE POLICY:

Attendance in on-campus seminars is essential for effective mastery of the course material. All absences are discouraged. If an absence is unavoidable, it must be discussed with the professor, preferably in advance. Active attendance for any web-based activities is also essential. Students should have a back-up plan in the event that they are unable to access the web from their primary computer.

**K. LAST DAY TO DROP A CLASS:**

See EKU academic calendar by clicking *calendars* on the EKU website at [www.eku.edu](http://www.eku.edu) .

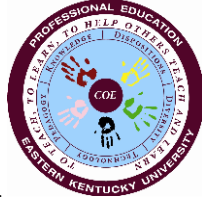
**L. DISABILITIES STATEMENT:**

If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with the course instructor to discuss any accommodations you need. If you need accommodations and are not registered with the Office of Services for Individuals with Disabilities, please contact the office on the third floor of the Student Services Building, by e-mail at [disserv@eku.edu](mailto:disserv@eku.edu) or by telephone at (859) 622-2933 V.TDd. Upon individual request, this syllabus can be made available in alternative forms.

**M. ACADEMIC INTEGRITY**

Students are expected to be familiar with and to adhere to the university's academic integrity policy. See [www.academicaffairs.eku.edu/policy/](http://www.academicaffairs.eku.edu/policy/)

**N. PROFESSIONAL EDUCATION MODEL COMPONENTS:**



**Curriculum Change Form**  
**(Present only one proposed curriculum change per form)**  
**(Complete only the section(s) applicable.)**

**Part I**

(Check one) <input checked="" type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III)	Department Name Counseling & Educational Psychology <hr/> College Education <hr/> *Course Prefix & Number COU 907 <hr/> *Course Title (30 characters) Advanced Practicum in Counseling <hr/> *Program Title  (Major __, Option __; Minor __; or Certificate __)	
*Provide only the information relevant to the proposal.		
Proposal Approved by: _____ Date _____ Date _____		
Departmental Committee 11/23/08 Graduate Council*		
Is this a SACS Substantive Change? <b>Yes****</b> <input checked="" type="checkbox"/> <b>No</b> <input type="checkbox"/> Council on Academic Affairs _____		
College Curriculum Committee _____ Approved _____ Disapproved _____		
General Education Committee* n/a Faculty Senate** _____		
Teacher Education Committee* _____ Board of Regents** _____		
_____ Council on Postsecondary Edu.*** _____		
*If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

**Completion of A, B, and C is required: (Please be specific, but concise.)**

<p><b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)          Creating a new course for the Ed.D. program</p> <p><b>A. 2. Effective date:</b> (Example: Fall 2001)          Fall 2010</p> <p><b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)</p>
<p><b>B. The justification for this action:</b>          New course developed as part of new doctoral program in Counselor Education &amp; Supervision to provide practicum experience in counseling and counselor education.</p>
<p><b>C. The projected cost (or savings) of this proposal is as follows:</b></p> <p><b>Personnel Impact:</b> Existing faculty will teach this course</p> <p><b>Operating Expenses Impact:</b> Existing budget</p> <p><b>Equipment/Physical Facility Needs:</b> None</p>

**Library Resources: \$2000 for journals and other library resources**

**Part II. Recording Data for New, Revised, or Dropped Course**

(For a **new required course**, complete a separate request for the appropriate program revisions.)

- 22. For a new course, provide the catalog text.
- 23. For a revised course, provide the current catalog text with the proposed text using strikethrough for deletions and underlines for additions.
- 24. For a dropped course, provide the current catalog text.

New or Revised\* Catalog Text  
 (\*Use strikethrough for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

COU 907 Advanced Practicum in Counseling (3) This course entails observation and counseling supervision in school, higher education, community, and controlled laboratory settings. One hundred hours of supervised fieldwork is required. Lectures, seminars, and research projects may also be included.

**Part III. Recording Data for New, Revised, or Suspended Program**

- 22. For a new program, provide the catalog description as being proposed.
- 23. For a revised program, provide the current program requirements using strikethrough for deletions and underlines for additions.
- 24. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program's suspension.

New or Revised\* Program Text  
 (\*Use strikethrough for deletions and underlines for additions.)

**Part IV. Recording Data for New or Revised Course** (Record only **new or changed** course information.)

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
COU	907	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED <u>x</u> _____ PC _____ HS _____	CEDP
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 0	
3	Lecture <u>3</u> Laboratory _____ Other _____		Cip Code (first two digits only) 13	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	P	FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b> Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum <u>X</u>		
<b>Co-Requisites and Prerequisites</b> <span style="color: red;">**See definitions on following page**</span>				

<b>Co-Requisite(s):</b> (List only co-requisites. See below for prerequisites and combinations.)	
Course Prefix and No.	
Course Prefix and No.	
<b>Prerequisite(s):</b> (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)	
Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
<b>Co-Requisite(s) and/or Prerequisite(s) Combination</b> (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
<b>Equivalent Course(s):</b> (credit not allowed with; or formerly:)	
Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks ( e.g. – IVB(3) X ).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

**COU 907: Advanced Practicum in Counseling**  
**Department of Counseling and Educational Psychology**  
**College of Education, Eastern Kentucky University**

**B. COURSE DESCRIPTION:**

This course entails observation and counseling supervision in school, higher education, community, and controlled laboratory settings. One hundred hours of supervised fieldwork is required. Lectures, seminars, and research projects may also be included. (3 credit hours)

**C. TEXT and REQUIRED READINGS:**

Current research as published in the professional peer reviewed journals as appropriate.

**D. COURSE OBJECTIVES:**

This course is designed to achieve the following objectives:

This course is designed to achieve the following objectives: Upon successful completion of this course, students will have an understanding of all of the following aspects of professional functioning:

1. Students will, while under supervision by an experienced counselor, become oriented to the counseling program in the practicum setting.
2. Students will experience a cross section of activities performed by the counseling staff at the practicum site. These activities will be based (depending on the site) on the Professional School Counseling Standards, NBCC Standards, CACREP Standards, and Kentucky Licensed Professional Counselor Expectations.
3. Students will indicate readiness to enter (or continue in) the field of professional counseling via discussions of video taped demonstrations of counseling skills and through fulfilling the student's Individual Supervision Plan (ISP). Bring a copy of your ISP, signed by your site supervisor, to discuss on the first night of class. Please include a reflection paper with your final materials regarding your ISP and a draft of an ISP for COU 881 Counseling Internship.

**E. COURSE OUTLINE:**

This is a field experience. Students will procure an appropriate environment for their field work in consultation with a faculty member. Students will meet for individual/group supervision regularly throughout the semester. Dates and times will be determined collaboratively between the faculty member and the student.

**F. COURSE REQUIREMENTS:**

Student performance in meeting the course objectives will be assessed based on the following required activities/projects:

Student performance in meeting the course objectives will be assessed based on the following required activities/projects:

1. Weekly meetings with instructor to evaluate and process field experiences.
2. Written evaluations of student performance throughout the semester given by:
  - i. The instructor (1 by midterm and 1 by end of semester)
  - ii. Site supervisor, when applicable ( at midterm and at end of semester)
3. Reflection Paper: Student will write a paper outlining their development as a clinician. The paper should address the application of the student's theoretical orientation, multicultural issues, and the student's self evaluation of his/her clinical effectiveness. The incorporation of feedback received should also be included, as well as, any legal or ethical issues.

**G. Additional requirements: None**

**H. EVALUATION/GRADING SCALE:**



93% - 100%	A
83% - 92%	B
73% - 82%	C
63% - 72%	D
< 62%	F

**I. STUDENT PROGRESS:** You will be provided with written feedback on each assignment. You may at any time during the semester inquire about your current grade by simply going to the online grade book in Blackboard.

**J. ATTENDANCE POLICY:**

Attendance in on-campus seminars is essential for effective mastery of the course material. All absences are discouraged. If an absence is unavoidable, it must be discussed with the professor, preferably in advance. Active attendance for any web-based activities is also essential. Students should have a back-up plan in the event that they are unable to access the web from their primary computer.

**K. LAST DAY TO DROP A CLASS:**

See EKU academic calendar by clicking *calendars* on the EKU website at [www.eku.edu](http://www.eku.edu).

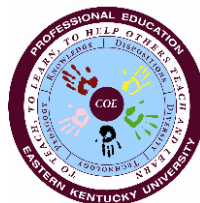
**L. DISABILITIES STATEMENT:**

If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with the course instructor to discuss any accommodations you need. If you need accommodations and are not registered with the Office of Services for Individuals with Disabilities, please contact the office on the third floor of the Student Services Building, by e-mail at [disserv@eku.edu](mailto:disserv@eku.edu) or by telephone at (859) 622-2933 V.TDd. Upon individual request, this syllabus can be made available in alternative forms.

**M. ACADEMIC INTEGRITY**

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**N. PROFESSIONAL EDUCATION MODEL COMPONENTS:**



**Curriculum Change Form**  
**(Present only one proposed curriculum change per form)**  
**(Complete only the section(s) applicable.)**

**Part I**

<input type="checkbox"/> (Check one)	Department Name	Counseling & Educational Psychology
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	Education
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	COU 908
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (30 characters)	Advanced Internship in Counseling
<input type="checkbox"/> Course Dropped (Part II)	*Program Title	
<input type="checkbox"/> New Program (Part III)		(Major __, Option __; Minor __; or Certificate __)
<input type="checkbox"/> Program Revision (Part III)		
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	
Proposals Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	11/23/08	Graduate Council*
<i>Is this a SACS Substantive Change?</i> <b>Yes****</b> <input checked="" type="checkbox"/> <b>No</b> <input type="checkbox"/>		Council on Academic Affairs
College Curriculum Committee		Approved ___ Disapproved ___
General Education Committee*	n/a	Faculty Senate**
Teacher Education Committee*		Board of Regents**
		Council on Postsecondary Edu.***
*If Applicable (Type NA if not applicable.)		
**Approval needed for new, revised, or suspended programs		
***Approval/Posting needed for new degree program or certificate program		
****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

**Completion of A, B, and C is required: (Please be specific, but concise.)**

<b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)	Creating a new course for the Ed.D. program
<b>A. 2. Effective date:</b> (Example: Fall 2001)	Fall 2010
<b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)	
<b>B. The justification for this action:</b>	
New course developed as part of new doctoral program in Counselor Education & Supervision to provide advanced internship experience in counseling and counselor education.	
<b>C. The projected cost (or savings) of this proposal is as follows:</b>	
<b>Personnel Impact:</b> Existing faculty will teach this course	
<b>Operating Expenses Impact:</b> Existing budget	
<b>Equipment/Physical Facility Needs:</b> None	
<b>Library Resources:</b> \$2000 for journals and other library resources	

**Part II. Recording Data for New, Revised, or Dropped Course**

(For a new required course, complete a separate request for the appropriate program revisions.)

- 25. For a new course, provide the catalog text.
- 26. For a revised course, provide the current catalog text with the proposed text using ~~strikethrough~~ for deletions and underlines for additions.
- 27. For a dropped course, provide the current catalog text.

New or Revised\* Catalog Text

(\*Use ~~strikethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

COU 908 Advanced Internship in Counseling (3) Doctoral-level counseling internships that total a minimum of 300 clock hours. The 600 hours include supervised experiences in counselor education and supervision (e.g., clinical practice, research, teaching). The internship includes most of the activities of a regularly employed professional in the setting (3 credit hours).

**Part III. Recording Data for New, Revised, or Suspended Program**

- 25. For a new program, provide the catalog description as being proposed.
- 26. For a revised program, provide the current program requirements using ~~strikethrough~~ for deletions and underlines for additions.
- 27. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program's suspension.

New or Revised\* Program Text

(\*Use ~~strikethrough~~ for deletions and underlines for additions.)

**Part IV. Recording Data for New or Revised Course (Record only new or changed course information.)**

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
COU	908	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED x _____ PC _____ HS _____	CEDP
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 0	
3	Lecture 3 _____ Laboratory _____ Other _____		Cip Code (first two digits only) 13	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	P	FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<div style="border: 2px solid black; padding: 5px; margin-bottom: 5px;"><b>FOR BANNER USE ONLY</b></div> Date of data entry _____ Data entry person _____	
		Thesis _____		
		Internship <input checked="" type="checkbox"/> _____		
		Independent Study _____		
		Practicum _____		
<b>Co-Requisites and Prerequisites **See definitions on following page**</b>				
<b>Co-Requisite(s):</b> (List only co-requisites. See below for prerequisites and combinations.)				
Course Prefix and No.				

Course Prefix and No.	
<b>Prerequisite(s):</b> (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)	
Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
<b>Co-Requisite(s) and/or Prerequisite(s) Combination</b> (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
<b>Equivalent Course(s):</b> (credit not allowed with; or formerly:)	
Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks ( e.g. – IVB(3) X ).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

**COU 908: Advanced Internship in Counseling**  
**Department of Counseling and Educational Psychology**  
**College of Education, Eastern Kentucky University**

**B. COURSE DESCRIPTION:**

Doctoral students are required to complete doctoral-level counseling internships that total a minimum of 300 clock hours. The 600 hours include supervised experiences in counselor education and supervision (e.g., clinical practice, research, teaching). The internship includes most of the activities of a regularly employed professional in the setting (3 credit hours). This course must be repeated.

**C. TEXT and REQUIRED READINGS:**

Current research as published in the professional peer reviewed journals as appropriate.

**D. COURSE OBJECTIVES:**

This course is designed to achieve the following objectives:

Doctoral students are required to complete doctoral-level counseling internships that total a minimum of 600 clock hours. The 600 hours include supervised experiences in counselor education and supervision (e.g., clinical practice, research, teaching). The internship includes most of the activities of a regularly employed professional in the setting. The 600 hours may be allocated at the discretion of the doctoral advisor and the student on the basis of experience and training. During internships, the student must receive weekly individual and/or triadic supervision, usually performed by a supervisor with a doctorate in counselor education or a related profession. Group supervision is provided on a regular schedule with other students throughout the internship and is usually performed by a program faculty member.

1. Demonstrates a personal theoretical counseling orientation that is based on a critical review of existing counseling theories.
2. Demonstrates effective application of multiple counseling theories.
3. Demonstrates an understanding of case conceptualization and effective interventions across diverse populations and settings.
4. Demonstrates the ability to formulate research questions appropriate for professional research and publication.
5. Demonstrates the ability to create research designs appropriate to quantitative and qualitative research questions.
6. Demonstrates professional writing skills necessary for journal and newsletter publication.
7. Demonstrates the ability to develop and submit a program proposal for presentation at state, regional, or national counseling conferences.

**E. COURSE OUTLINE:**

This is a field experience. Students will procure an appropriate environment for their field work in consultation with a faculty member. Students will meet for individual/group supervision regularly throughout the semester. Dates and times will be determined collaboratively between the faculty member and the student.

**F. COURSE REQUIREMENTS:**

Student performance in meeting the course objectives will be assessed based on the following required

activities/projects:

1. 300 hours of fieldwork must be completed.
2. Weekly supervision meeting with faculty supervisor.
3. Written evaluations of student throughout the semester given by:
  - i. Faculty supervisor ( 1 at midterm and 1 at end of semester)
  - ii. Supervisee, when applicable (1 at end of semester)
  - iii. Site supervisor when applicable (1 at midterm and at end of semester)

G. Additional requirements: None

H. EVALUATION/GRADING SCALE:

This is a Satisfactory/Unsatisfactory course

I. **STUDENT PROGRESS:** You will be provided with written feedback on each assignment. You may at any time during the semester inquire about your current grade by simply going to the online grade book in Blackboard.

J. **ATTENDANCE POLICY:**

Attendance in on-campus seminars is essential for effective mastery of the course material. All absences are discouraged. If an absence is unavoidable, it must be discussed with the professor, preferably in advance. Active attendance for any web-based activities is also essential. Students should have a back-up plan in the event that they are unable to access the web from their primary computer.

K. **LAST DAY TO DROP A CLASS:**

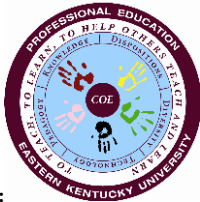
See EKU academic calendar by clicking *calendars* on the EKU website at [www.eku.edu](http://www.eku.edu) .

L. **DISABILITIES STATEMENT:**

If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with the course instructor to discuss any accommodations you need. If you need accommodations and are not registered with the Office of Services for Individuals with Disabilities, please contact the office on the third floor of the Student Services Building, by e-mail at [disserv@eku.edu](mailto:disserv@eku.edu) or by telephone at (859) 622-2933 V.TDd. Upon individual request, this syllabus can be made available in alternative forms.

M. **ACADEMIC INTEGRITY**

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N. **PROFESSIONAL EDUCATION MODEL COMPONENTS:**

**Curriculum Change Form  
(Present only one proposed curriculum change per form)**

**(Complete only the section(s) applicable.)**

**Part I**

(Check one)	Department Name	Counseling & Educational Psychology
<input checked="" type="checkbox"/> New Course (Parts II, IV)	College	Education
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	COU 910
<input type="checkbox"/> Hybrid Course ("S," "W")	*Course Title (30 characters)	Program Evaluation
<input type="checkbox"/> Course Dropped (Part II)	*Program Title	
<input type="checkbox"/> New Program (Part III)		(Major __, Option __; Minor __; or Certificate __)
<input type="checkbox"/> Program Revision (Part III)		
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	
Proposal Approved by:	<u>Date</u>	<u>Date</u>
Departmental Committee	11/23/08	Graduate Council*
<i>Is this a SACS Substantive Change?</i> <b>Yes****</b> <input checked="" type="checkbox"/> <b>No</b> <input type="checkbox"/>		Council on Academic Affairs
College Curriculum Committee		Approved <input type="checkbox"/> Disapproved <input type="checkbox"/>
General Education Committee*	n/a	Faculty Senate**
Teacher Education Committee*		Board of Regents**
		Council on Postsecondary Edu.***
*If Applicable (Type NA if not applicable.)		
**Approval needed for new, revised, or suspended programs		
***Approval/Posting needed for new degree program or certificate program		
****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

**Completion of A, B, and C is required: (Please be specific, but concise.)**

<p><b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) Creating a new course for the Ed.D. program</p> <p><b>A. 2. Effective date:</b> (Example: Fall 2001) Fall 2010</p> <p><b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable)</p>
<p><b>B. The justification for this action:</b> New course developed as part of new doctoral program in Counselor Education &amp; Supervision to provide advanced instruction in program evaluation in counseling.</p>
<p><b>C. The projected cost (or savings) of this proposal is as follows:</b></p> <p><b>Personnel Impact:</b> Existing faculty will teach this course</p> <p><b>Operating Expenses Impact:</b> Existing budget</p> <p><b>Equipment/Physical Facility Needs:</b> None</p> <p><b>Library Resources:</b> \$2000 for journals and other library resources</p>

**Part II. Recording Data for New, Revised, or Dropped Course**

(For a **new required course**, complete a separate request for the appropriate program revisions.)

28. For a new course, provide the catalog text.
29. For a revised course, provide the current catalog text with the proposed text using strikethrough for deletions and underlines for additions.
30. For a dropped course, provide the current catalog text.

**New or Revised\* Catalog Text**

(\*Use strikethrough for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

COU 910 Program Evaluation. (3) A doctoral-level course examining advanced topics and controversies in qualitative and quantitative counseling. This course is designed to prepare doctoral-level students to engage in counseling-related program evaluations. Key concepts, concerns, tools, and practices of program evaluation will be discussed (3 credit hours).

**Part III. Recording Data for New, Revised, or Suspended Program**

28. For a new program, provide the catalog description as being proposed.
29. For a revised program, provide the current program requirements using strikethrough for deletions and underlines for additions.
30. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program's suspension.

**New or Revised\* Program Text**

(\*Use strikethrough for deletions and underlines for additions.)

**Part IV. Recording Data for New or Revised Course (Record only new or changed course information.)**

Course prefix (3 letters)	Course Number (3 Digits)	Effective Term (Example: Fall 2001)	College/Division:	Dept. (4 letters)*
COU	910	Fall 2010	AS _____ JS _____ BT _____ EM _____ ED x _____ PC _____ HS _____	CEDL
Credit Hrs.	Weekly Contact Hrs.		Repeatable Maximum No. of Hrs. 0	
3	Lecture 3 _____ Laboratory _____ Other _____		Cip Code (first two digits only)	
Schedule Type* (List all applicable)	Work Load (for each schedule type)	Grading Mode*	Class Restriction, if any: (undergraduate only)	
1	3	N	FR _____ JR _____ SO _____ SR _____	
		Grading Information: Course is eligible for IP (in-progress grading) for: <u>Check all applicable</u>	<b>FOR BANNER USE ONLY</b>	
		Thesis _____		
		Internship _____		
		Independent Study _____		
		Practicum _____		
			Date of data entry _____	
			Data entry person _____	

**Co-Requisites and Prerequisites \*\*See definitions on following page\*\***

**Co-Requisite(s):** (List only co-requisites. See below for prerequisites and combinations.)

Course Prefix and No. \_\_\_\_\_

Course Prefix and No. \_\_\_\_\_



<b>Prerequisite(s):</b> (List prerequisites only. List combinations below. Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)	
Course Prefix and No.	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
<b>Co-Requisite(s) and/or Prerequisite(s) Combination</b> (Use “and” and “or” literally.) (Specific minimum grade requirements should be placed in ( ) following courses. Default grade is D-.)	
Course Prefix and No.	
Test Scores	
Minimum GPA (when a course grouping or student cumulative GPA is required)	
<b>Equivalent Course(s):</b> (credit not allowed with; or formerly:)	
Course Prefix and No.	
Course Prefix and No.	
Course Prefix and No.	

Proposed General Education Block: Please mark (X) in the appropriate Block or Blocks ( e.g. – IVB(3) X ).

Block I (9)	Block II (3)	Block III (6)	Block IV (6)	Block V (9)	Block VI (3)	Block VII (6)	Block VIII (6)
IA (3)	II (3)	IIIA (3)	IVA (3)	VA (3)	VI (3)	VII (3)	VIII (3)
IB (3)		IIIB (3)	IVB (3)	VB (3)		VII (3)	VIII (3)
IC (3)				VC (3)			

**COU 910: Program Evaluation**  
**Department of Counseling and Educational Psychology**  
**College of Education, Eastern Kentucky University**

**B. COURSE DESCRIPTION:**

The doctoral-level course examines advanced topics and controversies in qualitative and quantitative counseling. Because there is increasing pressure and accountability to demonstrate the effectiveness of various counseling and other mental-health related programs, the course is designed to prepare doctoral-level students to engage in counseling-related program evaluations. Key concepts, concerns, tools, and practices of program evaluation will be discussed. (3 credit hours)

**C. TEXT and REQUIRED READINGS:**

Posavac, E. J., & Carey, R. G. (2007). *Program evaluation: Methods and case studies* (7th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Current research as published in the professional peer reviewed journals as appropriate.

#### D. COURSE OBJECTIVES:

This course is designed to achieve the following objectives:

- understand the definition of program evaluation.
- evaluate the purposes of various types of program evaluation.
- design and implement an evaluation study.
- critique the design, implementation, and findings of an evaluation.

#### E. COURSE OUTLINE:

The instructional delivery model comprises a combination of on-campus seminars and web-based interactive sessions, as well as, field experiences/projects where appropriate. On-campus seminars generally consist of (1) lecture/discussion of relevant topics (2) small and large group activities (3) individual and small group presentations. Workshops, discussions, activities, and presentations relate to the content and objectives specified above under *course description* and *course objectives*. Some specifics with regard to dates and times are decided collaboratively at the first class session. A full outline with course topics for each session, date, deadline, etc. will then be posted on BlackBoard.

#### F. COURSE REQUIREMENTS:

Student performance in meeting the course objectives will be assessed based on the following required activities/projects:

1. Program Evaluation Journal Article Critique. Students will locate a referred journal article on a program evaluation in counseling, read the article, and critique it according to the guidelines posted on Blackboard. Please note that these are only suggested guidelines that apply to any research articles, not just those dealing with program evaluation. The critique should be no longer than five (5) double spaced pages. Turn in article with critique.
2. Group Project: Students will form small task groups and research and design a program based on their needs assessment of the surrounding rural community.
3. Grant Sources: Students will research possible funding sources and investigate application procedures for these sources. Students will present information on the sources and their requirements to the class. Presentations need only to be 15-30 minutes. This requirement is intended to be an exercise in networking and an expansion of the students' knowledge base.

G. Additional requirements: None

#### H. EVALUATION/GRADING SCALE:

93% - 100%	A
83% - 92%	B
73% - 82%	C
63% - 72%	D
< 62%	F

I. STUDENT PROGRESS: You will be provided with written feedback on each assignment. You may at any time during the semester inquire about your current grade by simply going to the online

grade book in Blackboard.

**J. ATTENDANCE POLICY:**

Attendance in on-campus seminars is essential for effective mastery of the course material. All absences are discouraged. If an absence is unavoidable, it must be discussed with the professor, preferably in advance. Active attendance for any web-based activities is also essential. Students should have a back-up plan in the event that they are unable to access the web from their primary computer.

**K. LAST DAY TO DROP A CLASS:**

See EKU academic calendar by clicking *calendars* on the EKU website at [www.eku.edu](http://www.eku.edu) .

**L. DISABILITIES STATEMENT:**

If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with the course instructor to discuss any accommodations you need. If you need accommodations and are not registered with the Office of Services for Individuals with Disabilities, please contact the office on the third floor of the Student Services Building, by e-mail at [disserv@eku.edu](mailto:disserv@eku.edu) or by telephone at (859) 622-2933 V.TDd. Upon individual request, this syllabus can be made available in alternative forms.

**M. ACADEMIC INTEGRITY**

Students are expected to be familiar with and to adhere to the university's academic integrity policy. See [www.academicaffairs.eku.edu/policy/](http://www.academicaffairs.eku.edu/policy/)

**N. PROFESSIONAL EDUCATION MODEL COMPONENTS:**

