

Ph.D. Counselor Education and Supervision-ProgramRvs-2018-04-08

- The workflow icon is no longer available. Please click on the Page Status after the orange circle icon near the page title. *

Form Information

 The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

First Step: ONLY change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-CrsRvs-2015-08-10**

- If DUAL LISTED list BOTH courses in the page title***

Second Step: Click “SAVE” on bottom right

- DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS***
- Please be sure to remove the Brackets while renaming the page***

Third Step: Make sure the word DRAFT is in yellow at the top of the proposal

Fourth Step: Click on “EDIT CONTENTS” (*not EDIT*) and start completing the template. When exiting or when done, click “**SAVE**” (*not Save Draft*) on bottom right

When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow.

**Indicates a required field*

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Proposing Department/Unit*	Counseling	Contact Phone*	724-357-3812

Program Revision Options (Check all that apply)
Catalog Description Change Program Revision <i>* Teacher Education: Please complete the Teacher Education section of this form (below)</i> <i>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</i>

Program Level:*	graduate-level
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Rationale for Proposed Changes							
(A) Why is the program being revised?*	The Department of Counseling is clarifying language regarding the admissions requirements for the Ph.D. in Counselor Education and Supervision. The doctoral program builds on the 60 credit hour CACREP master's degree in counseling. Within the past ten years, the profession has transitioned from a 48 credit hour to a 60 credit hour master's degree in counseling. Due to CACREP accreditation standards, potential applicants whose master's degree is in a field other than counseling are unable to meet the prerequisite requirements for the coursework. A master's degree in <i>counseling</i> is now required. In addition, an example of written work will be required as opposed to optional. Also, because of the streamlined nature of the course sequencing, the Department is allowing six transfer credits.						
(B) Identify ALL Program Level Student Learning Outcomes (PSLO)	No PSLO have been changed.						
	<table border="1"> <thead> <tr> <th>Area</th> <th>Knowledge /Content /Outcome</th> <th>How Outcome will be Measured*</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Area	Knowledge /Content /Outcome	How Outcome will be Measured*			
Area	Knowledge /Content /Outcome	How Outcome will be Measured*					

Indicate any SLOs that have been changed

highlighting them in red.*

- Outcomes must be measurable
- 4-6 outcomes recommended for degree programs
- Tracks, concentrations, certificates must have at least one outcome that is unique from a related degree program
- Minors and majors may share outcomes
- PLSLOs will be evaluated as part of the program's assessment plan

1. Counseling

- Advanced study in counseling theories
- Integration of counseling theories
- Conceptualization of clients from multiple theoretical perspectives
- Evidence-based counseling practices
- Methods for evaluating counseling effectiveness
- Ethically and culturally relevant counseling in multiple settings

COUN 860 Counselor Education and Supervision Professional Identity

3c-01-3cr

Examination of the professional identity of a Counselor Educator and Supervisor, current issues and trends in the field, involvement in scholarly activities, professional service, and responsibilities of the doctoral degree. The professional roles in five doctoral core areas are explored: counseling, supervision, teaching, research and scholarship, and leadership and advocacy.

2.
Su
per
visi
on

- Purposes of clinical supervision
- Theoretical frameworks and models of clinical supervision
- Roles and relationships related to clinical supervision
- Skills of clinical supervision
- Opportunities for developing a personal style of clinical supervision
- Assessment of supervisees' developmental level and other relevant characteristics
- Modalities of supervision and the use of technology
- Administrative procedures and responsibilities related to supervision
- Evaluation, remediation, and gatekeeping in supervision
- Legal issues and responsibilities in supervision
- Ethically and culturally relevant strategies for conducting supervision

COUN 910 Counseling Supervision and Consultation

3c-01-3cr

Examination of supervision and consultation practices within clinical mental health and professional school counseling settings, as well as the supervisory responsibilities of counselor educators. Exploration of the ways in which clinical supervision parallels the therapeutic process, including requisite roles and responsibilities, varying theoretical orientations, and strategies for implementation, reflection on relevant legal and ethical considerations, and assessment of current field-specific issues and trends.

3.
Teaching

- Roles and responsibilities related to educating counselors
- Pedagogy and methods relevant to counselor education
- Models of adult development and learning
- Instructional and curriculum design, delivery, and evaluation methods relevant to counselor education
- Effective approaches for online instruction
- Screening, remediation and gatekeeping functions relevant to teaching
- Assessment of learning
- Ethical and culturally relevant strategies used in counselor preparation
- The role of mentoring in counselor education

COUN 900 Preparation for the Professoriate: Teaching in Counseling 3c-01-3cr
This course focuses on the development of university-level teaching in counselor education. Course development, syllabi construction, course evaluation, and class implementation will be highlighted. Students will explore multiple strategies for classroom teaching to create interactive learning environments for students. Students will also develop teaching philosophies that will be demonstrated in constructing, teaching and evaluating at least 3 graduate counseling courses. Ethical guidelines for teaching in counselor education will also be covered in this course.

4. Research and Scholarship

- Research designs appropriate to quantitative and qualitative research questions
- Univariate and multivariate research designs and data analysis methods
- Qualitative designs and approaches to qualitative data analysis
- Emergent research practices and processes
- Models and methods of instrument design
- Models and methods of Program evaluation
- Research questions appropriate for professional research and publication
- Professional writing for journal and newsletter publication
- Professional conference proposal preparation
- Design and evaluation of research proposals for a human subjects /institutional review board review
- Funding and grant proposals
- Ethically and culturally relevant strategies for conducting research

COUN 890 Quantitative Research and Statistical Analysis in Counselor Education 3c-01-3cr

This doctoral-level course will prepare students for basic quantitative research in counseling. Research design, statistics, data analysis, and institutional review board preparation for doctoral-level research projects, scholarly publications and grant proposals in Counselor Education and Supervision will be emphasized.

COUN 920 Qualitative Methodology in Counselor Education 3c-01-3cr

This doctoral level course introduces students to qualitative research and will prepare them for basic qualitative research inquiry relevant to counseling and counselor education. Qualitative research theory, design, data collection, data analysis and representation, validity, reliability, and ethical considerations in Counselor Education and Supervision will all be emphasized.

COUN 940 Preparation for the Professoriate: Conducting Research in Counselor Education and Supervision 3c-01-3cr

This course examines the status of current research in various domains in counseling and the academics role of scholarly inquiry. Students will articulate their role as researcher/scholar as future faculty in institutions of higher education. Students are expected to more fully develop their dissertation proposal through course content and have completed the initial chapters of this project.

COUN 950 Research Specialty: Advanced Research in Counselor Education 3c-01-3cr

This course is designed to provide a deeper understanding of methods of research in educational settings. Students will chose either an advanced quantitative or advanced qualitative research project. Exploration of advanced methodological principles within theoretical frameworks and procedures will provide the framework for this course.

<p>5. Leadership and Advocacy</p>	<ul style="list-style-type: none"> • Theories and skills of leadership • Leadership and leadership development in professional organizations • Leadership in counselor education programs • Knowledge of accreditation standards and processes • Leadership, management, and administration in counseling organizations and other institutions • Leadership roles and strategies for responding to crises and disasters • Strategies of leadership in consultation 	<p>COUN 880 Preparation for the Professoriate: Leadership, Advocacy, and Service in the Counseling Profession 3c-01-3cr</p> <p>Study and application of the principles and practices of leadership and advocacy in professional counseling and service in counselor education in the professoriate. Exploration of current topical and political issues in counseling and how these issues affect the counseling profession and faculty role. Students use contemporary research to analyze the current trends and issues of the counseling profession. The course also includes practice in developing leadership and advocacy skills.</p>
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***each course has a culminating assignment with corresponding rubric that is used to show mastery of objective. The culminating assignment and rubric are uploaded into LiveText for review.**

<p>(C) Implications of the change on the program, other programs and the Students:*</p>	<p>The changes to the admissions requirements offer more clarity to applicants. Implications for the program are that the applicant pool will be more appropriate for the Ph.D. in Counselor Education and Supervision degree and corresponding accreditation requirements. There will not be any implications for other programs or students.</p>
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<p>Program Information</p>	
<p>(D) Current Program Title*</p>	<p>Ph.D. Counselor Education and Supervision</p>

<p>Proposed Program Title</p> <p><i>(if changing)</i></p>	
<p>(E) Current Narrative Catalog Description</p> <p><i>If copying pasting from current catalog entry, please paste into Word or Notepad first to eliminate potential issues with formatting or special characters in the text.</i></p>	<p>UG Course Catalog: http://www.iup.edu/registrar/catalog/</p> <p>Grad Course Catalog: http://www.iup.edu/graduatestudies/catalog/</p> <p>The PhD program in Counselor Education and Supervision is designed to be completed in 2–3 years of study beyond the 60-credit master's degree in counseling. This PhD program is designed for a full-time residential cohort with coursework in the fall, spring, and summer semesters. The curriculum requires a minimum of 48 semester hours of acceptable graduate credit beyond the master's degree. Each student must complete the following 1) all required and elective course work 2) comprehensive examinations 3) dissertation proposal and its defense 4) dissertation and its defense.</p> <p>Admissions Criteria</p> <p>Students seeking admission to the program must meet the following criteria:</p> <p>1. Have earned a master's degree in counseling from a CACREP accredited institution OR</p> <p>Have earned a master's degree in counseling or a closely related field.</p> <p>Students whose master's degree is NOT from a CACREP accredited program must complete the additional coursework necessary to meet CACREP 2016 standards under Section 2 Professional</p> <p>Counseling Identity as well as Section 3 Professional Practice. In addition, Section 5 Entry Level</p> <p>Specialty Areas for either Clinical Mental Health Counseling or School Counseling standards must be met.</p> <p>2. Have a minimum graduate grade point average of 3.5</p> <p>The doctoral coordinator, after consulting with the department screening committee, will submit a recommendation regarding applicants to the Graduate School and Research. The following criteria will be reviewed:</p> <ul style="list-style-type: none"> • All official college/university transcripts • Two letters of academic or professional recommendation • Goal Statement: A summary of relevant educational/work experience; reasons for wanting to earn a PhD in CES (career goals); reasons interested in IUPs PhD program (no more than 2-3 pages) • Resume/Vita • GRE • Example of written work (optional)

<p>Proposed Narrative</p> <p>Catalog Description</p> <p><i>(if changing)</i></p>	<p>PhD in Counselor Education and Supervision</p> <p>The PhD program in Counselor Education and Supervision is designed to build on the 60-credit CACREP master's degree in counseling and can be completed in 2–3 years of study. This PhD program is designed to meet CACREP 2016 standards with coursework in the fall, spring, and summer semesters. The Ph.D. curriculum requires a minimum of 48 semester hours of acceptable graduate credit beyond the 60 credit hour counseling master's degree. Each student must complete the following 1) all required and elective course work 2) comprehensive examinations 3) dissertation proposal and its defense 4) dissertation and its defense.</p> <p>Admissions Criteria</p> <p>Students seeking admission to the program must meet the following criteria:</p> <p>1A. Have earned a 48 or 60 credit hour master's degree in counseling from a CACREP accredited institution.</p> <p>OR</p> <p>1B. Have earned a 48 or 60 credit hour master's degree in counseling NOT from a CACREP accredited program.</p> <p>Students whose master's degree is NOT from a CACREP accredited program, but hold a 48- or 60-credit counseling degree must complete the additional coursework necessary to meet CACREP 2016. A transcript audit will be completed to identify any additional coursework. No applicant will be admitted who needs more than 12 credit hours including practicum.</p> <p>2. Have a minimum graduate grade point average of 3.5</p> <p>The doctoral coordinator, after consulting with the department screening committee, will submit a recommendation regarding applicants to the Graduate School and Research. The following criteria will be reviewed:</p> <ul style="list-style-type: none"> • All official college/university transcripts • Two letters of academic or professional recommendation • Goal Statement: A summary of relevant educational/work experience; reasons for wanting to earn a PhD in CES (career goals); reasons interested in IUPs PhD program (no more than 2-3 pages) • Resume/Vita • GRE • Example of written work <p>Transfer Credit</p> <p>Applicants who have completed course work at other institutions may request transfer of credit. A maximum of 6 credit hours may be approved.</p>				
<p>(F) Current and Proposed Program Requirements</p>	<p>Attach a Word document showing a side-by-side comparison of the current and proposed program requirements.</p> <p>Please clearly label the attachment as Program Requirements.</p> <table border="1" data-bbox="203 1155 1498 1260"> <thead> <tr> <th>File</th> <th>Modified</th> </tr> </thead> <tbody> <tr> <td>Microsoft Word Document PhD CES Program Requirement Changes.docx</td> <td>Apr 30, 2018 by Kimberly Joy Desmond</td> </tr> </tbody> </table>	File	Modified	Microsoft Word Document PhD CES Program Requirement Changes.docx	Apr 30, 2018 by Kimberly Joy Desmond
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<p>(G) Supporting Documents*</p>	<p>Are you making a major change?</p> <p>NO</p> <p>If making a major change, please attach a document with a summary of any/all changes.</p> <p>Please clearly label the attachment as Supporting Documentation.</p> <table border="1" data-bbox="397 1596 1498 1722"> <thead> <tr> <th>File</th> <th>Modified</th> </tr> </thead> <tbody> <tr> <td>Microsoft Word Document PhD CES Program Requirement Changes.docx</td> <td>Apr 30, 2018 by Kimberly Joy Desmond</td> </tr> </tbody> </table>	File	Modified	Microsoft Word Document PhD CES Program Requirement Changes.docx	Apr 30, 2018 by Kimberly Joy Desmond
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Liberal Studies Section


- Complete this section only for a new Liberal Studies course or Liberal Studies course revision

<p>If Completing this Section, Check the Box to the Right:</p>	<p>NOTE: you must check this box if the Course/Program has previously been approved for Liberal Studies</p>
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Liberal Studies Course Designations (Check all that apply)	
Learning Skills:	
Knowledge Area:	
Liberal Studies Elective	<i>Please mark the designation(s) that apply - must meet at least one</i>
Expected Undergraduate Student Learning Outcomes (EUSLOs)	<i>Describe how each Student Learning Outcome in the course enables students to become Informed Learners, Empowered Learners and/or Responsible Learners</i> <i>See http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694</i>
Description of the Required Content for this Category	<i>Narrative on how the course will address the Selected Category Content</i>
<p>All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.</p> <p>Please answer the following questions.</p>	
<p>Liberal Studies courses must include</p> <p>the perspectives and contributions</p> <p>of ethnic and racial minorities and</p> <p>of women whenever appropriate to</p> <p>the subject matter. Please explain</p> <p>how this course will meet this</p> <p>criterion.</p>	
<p>Liberal Studies courses require the</p> <p>reading and use by students of at</p> <p>least one non-textbook work of</p> <p>fiction or non-fiction or a collection</p> <p>of related articles. Please describe</p> <p>how your course will meet this</p> <p>criterion.</p>	

Teacher Education Section

- Complete this section only for a new Teacher Education course or Teacher Education course revision

<p>If Completing this Section,</p> <p>Check the Box to the Right:</p>	<p>NOTE: you must check this box if the Course/Program has previously been approved for Teacher Education related items</p>				
<p>Course Designations:</p>					
<p>Key Assessments</p>					
	<p>For both new and revised courses, please attach (see the program education coordinator):</p> <ul style="list-style-type: none"> • The Overall Program Assessment Matrix • The Key Assessment Guidelines • The Key Assessment Rubric <table border="1" data-bbox="393 514 1492 630"> <thead> <tr> <th data-bbox="393 514 1104 556">File</th> <th data-bbox="1107 514 1492 556">Modified</th> </tr> </thead> <tbody> <tr> <td data-bbox="393 560 1104 625">Microsoft Word Document PhD CES Program Requirement Changes.docx</td> <td data-bbox="1107 560 1492 625">Apr 30, 2018 by Kimberly Joy Desmond</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Drag and drop to upload or browse for files  	File	Modified	Microsoft Word Document PhD CES Program Requirement Changes.docx	Apr 30, 2018 by Kimberly Joy Desmond
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<p>Narrative Description of the Required Content</p>	<p><i>How the proposal relates to the Education Major</i></p>				

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Please submit an ihelp if you have any questions <http://ihelp.iup.edu>