MEMORANDUM

TO: Amber Gray
FROM: Dr. Kim Naugle
Associate Dean
DATE: April 21, 2014
SUBJECT: COE Agenda

Please consider the following agenda items for the College of Education at the next Graduate Council Committee meeting on May 2, 2014:

Please note for COE items below there’s an additional column on the right:
** This item was approved at CAA on April 17, 2014, pending TEC & Graduate Council approval.

<table>
<thead>
<tr>
<th>Dept: Counseling and Educational Psychology</th>
<th>Chair: Larry Sexton</th>
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<tbody>
<tr>
<td>New Course</td>
<td>COU886</td>
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<td>New Course</td>
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<tr>
<th>Dept: Curriculum &amp; Instruction</th>
<th>Chair: Dorie Combs</th>
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<tr>
<td>New Course</td>
<td>EMS846</td>
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<tr>
<th>Dept: Educational Leadership &amp; Policy Studies</th>
<th>Chair: James Bliss</th>
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<tbody>
<tr>
<td>Program Revision</td>
<td>Ed.D. in Leadership &amp; Policy Studies</td>
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<tr>
<td>Course Revision</td>
<td>EDL 999</td>
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<td>Program Revision</td>
<td>Certification for Director of Pupil Personnel Service</td>
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<tr>
<td>Program Revision</td>
<td>EdS in Administration and Supervision</td>
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April 23, 2014

Please note in each packet there are items that were approved at our Teacher Education Committee meeting yesterday, April 22, 2014. These dates were not reflected in the curriculum forms within this packet for the following courses:

COU886
COU887
COU901
COU902
COU903
COU904
COU905
COU910
COU980
COU981

Also the Council on Academic Affairs date approved was not added for EDL999. This date was 4/17/14.

Thank you.
# Curriculum Change Form

(Present only one proposed curriculum change per form)

(Complete only the section(s) applicable.)

## Part I

<table>
<thead>
<tr>
<th>(Check one)</th>
<th>Department Name</th>
<th>College</th>
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<tbody>
<tr>
<td>X</td>
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<td>College of Education</td>
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<tr>
<th>Course Revision (Parts II, IV)</th>
<th>*Course Prefix &amp; Number</th>
<th>Program Title</th>
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<tbody>
<tr>
<td></td>
<td>COU 886</td>
<td>Counselor Education and Supervision track in Educational Leadership and Policy Studies ED.D.</td>
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<tr>
<th>Hybrid Course (‘S,’ “W”)</th>
<th>*Program Title</th>
<th>*If Certificate, indicate Long-Term(University) or Short-Term(Departmental)</th>
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<tr>
<th>Program Suspension (Part III)</th>
<th>*Provide only the information relevant to the proposal.</th>
<th>Program Revision (Part III)</th>
</tr>
</thead>
</table>

Proposal Approved by:  
Departmental Committee  
College Curriculum Committee  
Teacher Education Committee*  
Graduate Council*  
Council on Academic Affairs  
Faculty Senate**  
Board of Regents**  
EFFECTIVE ACADEMIC TERM****  

*If Applicable (Type NA if not applicable.)  
**Approval needed for program revisions or suspensions.  
***To be added by the Registrar’s Office after all approval is received.

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

**A. Specific action requested:** (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)

New course for Counselor Education and Supervision Track in existing COE Doctorate Program

**A.2. Proposed Effective Academic Term:** (Example: Fall 2012)

Fall 2014

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

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

A feasibility plan for this track in the Ed.D. in the College of Education has been submitted and Dr. Lowe is interested in pursuing this program. The proposed new course will help to meet the CACREP Standards related to doctoral programs.

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

**Personnel Impact:**

Existing CEP faculty will cover new classes and students will take some currently existing courses in the Educational Leadership and Policy Studies doctorate taught by EDL faculty. A new faculty member is being hired for the fall of 2014.

**Operating Expenses Impact:**

This course will be included in currently established teaching loads. If needed a faculty member may teach on overload until the program is established.

**Equipment/Physical Facility Needs:**

Classrooms in Combs, such 413 and 409, will be used.

**Library Resources:**

The library already subscribes to the main professional journals relevant to the class including *The Journal of Counseling and Development* and *Counselor Education and Supervision*. The cost of the text should be minimal.
### 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 **strike through** for deletions and **underlines** for additions.
3. For a dropped course, provide the current catalog text.

<table>
<thead>
<tr>
<th>New or Revised* Catalog Text</th>
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<tbody>
<tr>
<td>(*Use <strong>strike through</strong> for deletions and <strong>underlines</strong> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)</td>
</tr>
<tr>
<td>COU 886 Advanced Clinical Supervision. Prerequisite: Admission to the doctoral program. Advanced, integrative study of theories, models, and current issues in clinical supervision.</td>
</tr>
</tbody>
</table>

### Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using **strike through** for deletions and **underlines** for additions.
2. 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.

<table>
<thead>
<tr>
<th>Revised* Program Text</th>
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<tr>
<td>(*Use <strong>strike through</strong> for deletions and <strong>underlines</strong> for additions.)</td>
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Part IV. Recording Data for New or Revised Course (Record only new or changed course information.)

<table>
<thead>
<tr>
<th>Course Prefix (3 letters)</th>
<th>Course Number (3 Digits)</th>
<th>Effective Academic Term (Example: Fall 2012)</th>
<th>College/Division:</th>
<th>Dept. (4 letters)*</th>
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<th>Weekly Contact Hrs.</th>
<th>Repeatable Maximum No. of Hrs.</th>
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<td>Lecture L ___</td>
<td>Laboratory ____</td>
<td>Other ___</td>
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Schedule Type* (List all applicable) | Work Load (for each schedule type) | Grading Mode* | Class Restriction, if any: (undergraduate only) |
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Grading Information: Course is eligible for IP (in-progress grading) for: Check all applicable

Thesis
Internship
Independent Study
Practicum

**See definitions on following page**

CoRequisites and Prerequisites

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

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.

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 will not be awarded for both…; or formerly…)

Course Prefix and No.

Course Prefix and No.

Course Prefix and No.

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements ( e.g. – 4B(3) X ).

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<td>or 3A/B</td>
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<td>Integrated Sciences(6)</td>
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NOTE: Do not forward validation tables with curriculum form.
Eastern Kentucky University  
Department of Counseling and Educational Psychology  
COU 886: Advanced Clinical Supervision  
(3 credit hours), CRN #: XXXXX  
Semester Year

Professor:  
Office:  
Phone:  
E-mail:  
Office Hours:

CATALOGUE COURSE DESCRIPTION

Prerequisite: Admission to the CEP doctoral program. Advanced, integrative study of theories, models, and current issues in clinical supervision.

Required Text(s):


Recommended Text(s):


Additional readings in the form of journal articles will be assigned and the reading of journal articles specific to individual papers will be required. These articles may include but are not limited to the following and each can be located through the EKU Library.

Supervisee and Supervisor Development


**Supervisor Characteristics**


**Diversity and Social Justice Issues in Supervision**


**Description of Specific Models of Supervision**


facilitating supervisee development. *Counselor Education and Supervision, 47,* 179-192.


**Supervision Strategies and Perspectives**


**Ethical and Legal Issues in Supervision**


**Issues in Supervision of School Counselors**


**Vicarious Traumatization in Supervision**


**STUDENT LEARNING OBJECTIVES (based on CACREP Standards)**

COU 886 Advanced Clinical Supervision meets the following 2016 CACREP Standards:

CACREP Doctoral Standards Section II
Doctoral Professional Identity
2. SUPERVISION

   A. purposes of clinical supervision
   B. theoretical frameworks and models of clinical supervision
   C. roles and relationships related to clinical supervision
   G. modalities of supervision and the use of technology
   H. administrative procedures and responsibilities related to supervision
   I. evaluation, remediation, and gatekeeping in supervision
   J. legal issues and responsibilities in supervision
   K. ethical and culturally relevant strategies for conducting supervision

   Curricular activities related to each of these standards include assigned and supplemental readings, active participation in and reflective contributions to class discussions, completion of short papers, and a final comprehensive paper incorporating each standard into a preferred personal model of supervision.

   Assessments related to each of these standards include: performance on short papers related to 1) supervision self-reflection, 2) mid-semester in-class presentation progress report paper on preferred model of supervision, 3) design of a professional supervisor self-disclosure statement; 4) model of supervision paper, and 5) final reflection paper on course experience. Note: the rubric designed to evaluate the model of
supervision paper incorporates each specific standard noted above (i.e., II. A, B, C, G, H, I, J, and K).

**Evaluation Methods:**

- Participation in class discussions: 15 points
- Supervision Self Reflection Paper: 15 points
- Mid-Semester Progress Report Presentation: 10 points
- Professional Supervisor Self-Disclosure Statement: 10 points
- Personal Model of Supervision Paper: 35 points
- Final Reflection on Course Experience: 15 points

**Total Points for Course**: 100 points

Grading Scale: A 92-100, B 82-91, C 72-81

A *rubric* for each assignment will be distributed via Blackboard. Please review the rubric carefully before and during the completion of the assignment. Attach a copy of the rubric with all papers you submit in class. Each assignment will be described in a following section.

**Student Progress:**

You will be provided with written feedback on each assignment. Grades will be posted on Blackboard.

**Liability Insurance Coverage:**

PLEASE NOTE THAT STUDENTS ARE NOW REQUIRED TO HAVE LIABILITY INSURANCE FOR ANY CLASSES THAT INCLUDE CLINICAL APPLICATIONS. Such insurance is available with student membership to ACA or through HPSO. You will need to provide proof of your liability coverage.

**Disclosure Form:**

At the end of the syllabus you will find a disclosure form that addresses my training and experience relevant to the course. It will also inform you about confidentiality related to this class and the limits thereof. This form must be signed by the beginning of our first class.

**Attendance Policy:**

It is important for students to attend each class session and to actively participate in all discussions. You must be present to earn the participation points. Missing a class could negatively impact a student’s grade for this course. In the event of an actual emergency/serious illness, one absence *may* be allowed if it is discussed beforehand with the instructor. Note: Regardless of an absence, all assignments are due on the dates noted
in the course outlines. Late papers will be penalized one point for each day that a paper is late.

**Last Day to Drop Course:**

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

**Disability Statement:**

If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the Office in the Student Services Building Room 361 by email at disserv@eku.edu or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in an alternative format.

**Academic Integrity Statement:**

Students are advised that EKU's Academic Integrity policy will be strictly enforced in this course. The Academic Integrity policy is available at [www.academicintegrity.eku.edu](http://www.academicintegrity.eku.edu). Questions regarding the policy may be directed to the Office of Academic Integrity.

**Official E-mail:**

An official EKU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via e-mail will be sent to this EKU e-mail address.

**Course Requirements:**

**Reading** – This class requires a heavy reading load including assigned chapters in our text, assigned scholarly journal articles, and individual readings each student must complete in order to develop papers. Students should read all noted material prior to coming to class and should be prepared to discuss and to ask questions about the readings.

**Participation** – Participation is worth 15 points or 15% of your grade. Participation requires sharing in class discussions of the readings and related conversations. Students will be respectful of one another at all times especially when discussions involve topics about which there may be different opinions, beliefs, or values.

**Supervision Self-Reflection Paper** – This assignment is worth 15 points of 15% of your grade for this course. Complete a 5 – 7 page reflection paper (typed, double-spaced, Times New Roman 12 point font, one-inch margins) that offers your thoughts on the process of becoming a supervisor. Please address the following questions:
1. What strengths from previous life experiences do you bring to your supervision training?
2. What favorable experiences with supervisors and supervision have you previously had? How will these shape/influence your practice?
3. What less than favorable experiences with supervisors and supervision have you previously had? How will these shape/influence your practice?
4. What are your greatest hopes as you approach your training as a supervisor?
5. What are your greatest fears as you approach your training as a supervisor?
6. In years to come, how do you want your supervisees to remember you?

Supervisor Disclosure and Limits of Confidentiality Statement – This assignment is worth 10 points or 10% of your grade for this course. Based on our course readings, the example of my disclosure statement at the end of this syllabus, and the following websites

ACES Best Practices in Clinical Supervision at:

Ethical Standards for Supervision (Part of the 2005 ACA Code of Ethics) at:
http://www.acesonline.net/members/supervision/

you are to design your personal supervisor disclosure statement which should include information about limits of confidentiality. As you are still in your training program, you may not represent yourself as a licensed or certified practitioner, but use language such as “anticipated degree” and “future credential.” The purpose of this assignment is for you to prepare a usable document that can easily be edited once you are eligible to practice.

Mid-Semester Progress Report of Model of Supervision Paper – This assignment is worth 10 points or 10% of your grade for this course. Students will prepare a short 1-2 page handout that details their thought on the final paper about one’s preferred personal model of supervision. Include specific information about the topics to be discussed in the paper along with specific journal references that will be used to support your views. Each student will present his or her ideas and progress in class and each student will receive comments and feedback from the professor and other students.

Final Paper on Preferred Model of Supervision Practice - This is a culminating assignment for this class and should reflect all that you have learned over the course of the semester. It is worth 35 points or 35% of your grade for this course. Prepare a 20 page paper (double spaced, typed, Times New Roman 12 point font) that describes how you will practice supervision in the future. The paper should be specific to your future work setting (i.e., either school or mental health). Your paper should include APA style citations from all of our assigned readings as well as ten (10) additional scholarly peer-reviewed articles. Your paper should include seven (7) clearly labeled separate subsections that address each of the following areas. Additionally, provide an introduction and a closing section for your paper. The use of good grammar, spelling, and APA writing style is expected.
Sections to include:

CACREP Doctoral Standard II. A. Purposes of Clinical Supervision. Describe the setting in which you plan/hope to practice supervision. Who will your supervisees be and what will be their unique needs? What will your role as clinical supervisor be? How will you address both the development of supervisee competence and supervisee confidence?

CACREP Doctoral Standards II. B. Theoretical Frameworks and Models of Clinical Supervision and II. C. Roles and Relationships Related to Clinical Supervision. Bernard and Goodyear describe three types of supervision models: those based on counseling theories, those based on counselor development, and those based on supervisor social roles and functions. In this section of your paper choose one theory or model from each of these three categories and weave them together to create your personal, synthesized model of supervision. Describe how you will use your personal model to facilitate healthy working relationships with your supervisees.

CACREP Doctoral Standard II. G. Modalities of Supervision and the Use of Technology. Describe particular formats and techniques that you will utilize in your supervision practice. How will these differ based on supervisee development (i.e., are you supervising master’s level practicum or internship students, LPCAs working toward licensure, or licensed professional counselors working in school or mental health settings? Describe how you will utilize technology in your work with supervisees.

CACREP Doctoral Standard II. H. Administrative Procedures and Responsibilities Related to Supervision. Describe how you will keep records of your work with supervisees. How will you manage the varying tasks that Bernard and Goodyear state are related to supervision practice?

CACREP Doctoral Standard II. I. Evaluation, Remediation, and Gatekeeping in Supervision. Describe what tools you will use to keep evaluate your supervisees’ progress. How will you address issues related to supervisee lack of skill or motivation? How will you address the important issue of your role as a gatekeeper for the counseling profession?

CACREP Doctoral Standard II. J. Legal Issues and Responsibilities in Supervision. What particular legal concerns will you need to be aware of in your supervision practice? How will you address legal violations on behalf of your supervisees? What will you need to know about vicarious liability? What credentials might be helpful for you to obtain to help protect you in your supervision practice. Will you have malpractice or liability insurance? What will it cover and how will it help you?

CACREP Doctoral Standard II. K. Ethical and Culturally Relevant Strategies for Conducting Supervision. Describe your personal identity model. Who are you? What are your values and beliefs? With what groups or traditions do you identify? How will you keep these values and beliefs separate from your supervision practice? Describe specific steps you will take to insure that you will be culturally sensitive to a variety of supervisee backgrounds.
Final Reflection Paper on Course Experience – This assignment is worth 15 points or 15% of your grade for the course. Complete a 5 – 7 page paper in which you revisit the first reflection paper you wrote for this class at the beginning of the semester. What has changed? What has remained the same? What have you learned about yourself in the process of completing this course?

COURSE OUTLINE

Week 1 – Introductions

The focus of this class meeting will be to introduce students to one another and to the course, the syllabus, and the assignments. An initial introduction of some terms and fundamentals of clinical supervision of counseling will be addressed. Students will review and sign the professor’s Self-Disclosure and Limits of Confidentiality Statement.

Week 2 – Clinical Supervision Basics: Definitions, Models, and Theories

READ: B & G CHAPTER 1 Introduction to Clinical Supervision and CHAPTER 2 Supervision Models and

Supervision Self-Reflection Paper is Due

Week 3 - Clinical Supervision Basics: Definitions, Models, and Theories (cont.)

Read:


Week 4 – Principles and Practices of Clinical Supervision Relevant to Initial Sessions; Counselor Development

Read: B & G CHAPTER 3 Processes and Issues of the Supervisory Triad and Dyad; CHAPTER 4 supervisee and Supervisor Factors Affecting the Relationship; and CHAPTER 5 Multicultural Supervision
Week 5 – Supervision Formats: Individual and Group Supervision

Read B & G CHAPTER 6 Organizing the Supervision Experience; CHAPTER 7 Individual Supervision; and CHAPTER 8 Group Supervision 180 and


Mid-Semester Progress Report of Model of Supervision Paper is Due

Week 6 – Ethical and Legal Issues in Clinical Supervision and Assessment and Evaluation

Read B & G CHAPTER 9 Live Supervision; CHAPTER 10 Evaluation; and CHAPTER 11 Ethical and Legal Foundations for Supervision Practice and


Professional Supervisor Self-Disclosure Statement Assignment is due.

Week 7 – Students will informally discuss their Model of Supervision Papers.

Model of Supervision Paper is Due

Week 8 – Supervisee Empowerment, Self-care, and Vicarious Traumatization

Read B & G CHAPTER 12 Teaching and Researching Supervision and


Final Reflection Paper is Due
Professional Supervisor Disclosure Statement
Carol A. Sommer, Ph.D., LPCC, NCC, ACS

Qualifications: I hold a doctorate in Educational Psychology with an area specialization in Counselor Education. I am an Associate Professor at Eastern Kentucky University. I have taught doctoral supervision classes as well as master’s practicum and internship since 2003. I am a nationally certified counselor (NCC), a Mississippi licensed professional counselor (LPC), and a nationally approved clinical supervisor (ACS). Prior to earning my doctorate, I worked as a counselor in private practice, as a clinical therapist at a rape crisis center, and as a counselor at a university counseling center. My specialization area in counseling is clinical mental health. Additionally, supervision is my primary research interest area. I have published multiple articles on supervision and have presented on this topic at international, national, regional, and state conferences. I practice a collaborative, narrative approach to supervision that is strength-based in nature.

Limits of Confidentiality: As your faculty supervisor, I will be evaluating your work in conjunction with your site supervisor. Your work will be discussed in our practicum or internship class. I will also consult with your site supervisor and other Counseling and Educational Psychology (CEP) Faculty as needed. Counseling can be stressful work. If during my supervision with you, I feel that you may be a potential danger to yourself or others, I may need to take action such as bringing my concerns before the CEP Faculty or notifying emergency help. I will also need to take appropriate action if I believe you have violated any ethical standards related to our profession. According to ethical codes applicable to counselors and supervisors, I will not be able to endorse you for future employment if I have questions about your professional performance and/or personal disposition.

My Role as Faculty Supervisor: I will provide an average of 1 ½ hours of weekly group supervision (per CACREP standards) and will meet with you individually as needed. I will determine your grade for this course based on your performance and in consultation with your site supervisor. Your site supervisor will be considered your primary supervisor and ultimately any decisions about what you will do with clients should be reviewed with the site supervisor. Your site supervisor is also the first person to be contacted should an emergency arise with any of your clients. I will be responsible for serving as a liaison with your site. I look forward to working with you over the course of the semester. If you have concerns about your site experience or your practicum/internship class, please contact me immediately. I can be reached in my office during regularly scheduled office hours and, sometimes, by special appointment. The best way to reach me is via email at carol.sommer@eku.edu; however, please be aware that email is not a confidential form of communication.

College of Education Professional Education Program Model:
EKU Professional Education Model:
Effective Educators as Effective People
EKU Professional Education Slogan:
To teach, to learn, to help others teach and learn.
## Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

### Part I

<table>
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<tr>
<th>(Check one)</th>
<th>Department Name</th>
<th>Counseling and Educational Psychology</th>
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<tr>
<td>X</td>
<td>College</td>
<td>College of Education</td>
</tr>
</tbody>
</table>

### New Course (Parts II, IV)

- **Course Prefix & Number:** COU 887
- **Program Title:** Counselor Education and Supervision track in Educational Leadership and Policy Studies ED.D.

### Program Suspension (Part III)

**If Certificate, indicate Long-Term(University) or Short-Term(Departmental)**

### Program Revision (Part III)

- **Provide only the information relevant to the proposal.**

---

### Proposal Approved by:

<table>
<thead>
<tr>
<th>Departmental Committee</th>
<th>Date</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Curriculum Committee</td>
<td>3/25/14</td>
<td>Council on Academic Affairs</td>
</tr>
<tr>
<td>Teacher Education Committee*</td>
<td>4/1/14</td>
<td>Faculty Senate**</td>
</tr>
<tr>
<td>Graduate Council*</td>
<td></td>
<td>Board of Regents**</td>
</tr>
</tbody>
</table>

*If Applicable (Type NA if not applicable.)

**Approval needed for program revisions or suspensions.

***To be added by the Registrar’s Office after all approval is received.

---

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

**A. Specific action requested:** (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)

New course for Counselor Education and Supervision Track in existing COE Doctorate Program

**A. Proposed Effective Academic Term:** (Example: Fall 2012)

Fall 2014

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

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

A feasibility plan for this track in the Ed.D. in the College of Education has been submitted and Dr. Lowe is interested in pursuing this program. The proposed new course will help to meet the CACREP Standards related to doctoral programs.

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

### Personnel Impact:

Existing CEP faculty will cover new classes and students will take some currently existing courses in the Educational Leadership and Policy Studies doctorate taught by EDL faculty. A new faculty member is being hired for the fall of 2014.

### Operating Expenses Impact:

This course will be included in currently established teaching loads. If needed a faculty member may teach on overload until the program is established.

### Equipment/Physical Facility Needs:

Classrooms in Combs, such 413 and 409, will be used.

### Library Resources:

The library already subscribes to the main professional journals relevant to the class including The Journal of Counseling and Development and Counselor Education and Supervision. The cost of the text should be minimal.
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>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1.</td>
<td>For a new course, provide the catalog text.</td>
</tr>
<tr>
<td>2.</td>
<td>For a revised course, provide the current catalog text with the proposed text using strikethrough for deletions and underlines for additions.</td>
</tr>
<tr>
<td>3.</td>
<td>For a dropped course, provide the current catalog text.</td>
</tr>
</tbody>
</table>

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 887 Supervision of Practicum. Prerequisite: Admission to the doctoral program. Supervised practice of supervision of master's level practicum students.

Part III. Recording Data for Revised or Suspended Program

<p>| | |</p>
<table>
<thead>
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<tbody>
<tr>
<td>1.</td>
<td>For a revised program, provide the current program requirements using strikethrough for deletions and underlines for additions.</td>
</tr>
<tr>
<td>2.</td>
<td>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.</td>
</tr>
</tbody>
</table>

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.)

<table>
<thead>
<tr>
<th>Course Prefix (3 letters)</th>
<th>Course Number (3 Digits)</th>
<th>Effective Academic Term (Example: Fall 2012)</th>
<th>College/Division:</th>
<th>Dept. (4 letters)*</th>
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</thead>
<tbody>
<tr>
<td>COU</td>
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<td>Fall 2014</td>
<td>AS ___ HS ____</td>
<td>CEPY</td>
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<td>BT ___ JS ____</td>
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<td>ED X ___ UP ____</td>
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<thead>
<tr>
<th>Credit Hrs.</th>
<th>Weekly Contact Hrs.</th>
<th>Repeatable Maximum No. of Hrs.</th>
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<tbody>
<tr>
<td>3</td>
<td>Lecture L ___</td>
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<td></td>
<td>Laboratory ___</td>
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<td></td>
<td>Other ___</td>
<td></td>
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</table>

| Cip Code (first two digits only) | 13 |

<table>
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<tr>
<th>Schedule Type* (List all applicable)</th>
<th>Work Load (for each schedule type)</th>
<th>Grading Mode*</th>
<th>Class Restriction, if any: (undergraduate only)</th>
</tr>
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<tbody>
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<td>L</td>
<td>37 ½</td>
<td>Normal</td>
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<td>SR _____</td>
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</table>

Grading Information: Course is eligible for IP (in-progress grading) for: Check all applicable

- Thesis
- Internship
- Independent Study
- Practicum

### CoRequisites and Prerequisites
**See definitions on following page**

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

<table>
<thead>
<tr>
<th>Course Prefix and No.</th>
</tr>
</thead>
</table>

**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-.)

<table>
<thead>
<tr>
<th>Course Prefix and No.</th>
<th>Admission to the doctoral program.</th>
</tr>
</thead>
</table>

**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-.)

<table>
<thead>
<tr>
<th>Course Prefix and No.</th>
</tr>
</thead>
</table>

**Test Scores**

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

| Minimum GPA |

**Equivalent Course(s):** (credit will not be awarded for both…; or formerly…)

<table>
<thead>
<tr>
<th>Course Prefix and No.</th>
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</thead>
</table>

**Proposed General Education Element:** Please mark (X) in the appropriate Element or Elements (e.g. – 4B(3) X ).

<table>
<thead>
<tr>
<th>Element 1 (9)</th>
<th>Element 2 (3)</th>
<th>Element 3 (6)</th>
<th>Element 4 (6)</th>
<th>Element 5 (6)</th>
<th>Element 6 (6)</th>
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<tbody>
<tr>
<td>1A (3)</td>
<td>2 (3)</td>
<td>3A (3)</td>
<td>4A (3)</td>
<td>5A (3)</td>
<td>6 (6)</td>
</tr>
<tr>
<td>1B (3)</td>
<td>3B (3)</td>
<td>4B (3)</td>
<td></td>
<td>5B (3)</td>
<td></td>
</tr>
<tr>
<td>1C (3)</td>
<td>or 3A/B</td>
<td>or 4A/B</td>
<td>Integrated A&amp;H(6)</td>
<td>Integrated Sciences(6)</td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:** Do not forward validation tables with curriculum form.
Eastern Kentucky University
Department of Counseling and Educational Psychology
COU 887: Supervision of Practicum
(3 credit hours), CRN #: XXXXX
Semester Year

Professor:
Office:
Phone:
E-mail:
Office Hours:

CATALOGUE COURSE DESCRIPTION

Prerequisite: Admission to the CEP doctoral program. Supervised practice of supervision of master's level practicum students.

This class will use all reading materials required for COU 886 Advanced Clinical Supervision as noted below.

Required Text(s):


Recommended Text(s):


Additional readings in the form of journal articles can be located through the EKU Library.

Supervisee and Supervisor Development


counselor development: Testing the Integrated Developmental Model. Counselor
Education and Supervision, 37, 115-124.

McMahon, M., & Simons, R. (2004). Supervision training for professional counselors:
An exploratory study. Counselor Education and Supervision, 43, 301-309.

internship: A qualitative analysis. Journal of Counseling and Development, 88,
500-507.

**Supervisor Characteristics**

satisfaction with supervision and the perceived self-efficacy of master’s-level
counseling students. Counselor Education and Supervision, 44, 293-304.

supervisory working alliance and supervisor self-disclosure. Counselor Education
and Supervision, 40, 263-275.

supervision events. Journal of Counseling Psychology, 43, 25-34.

**Diversity and Social Justice Issues in Supervision**

Glasoff, H., & Durham, J. (2010). Using supervision to prepare social justice counseling

development: Implications for supervision. Counselor Education and Supervision,
43, 134-145.

Multicultural connections: Using stories to transcend cultural boundaries in

**Description of Specific Models of Supervision**

practice, and future directions. The Family Journal: Counseling and Therapy for
Couples and Families, 7, 349-357.

Juhnke, G. (1996). Solution-focused supervision: Promoting supervisee skills and
confidence through successful solutions. Counselor Education and Supervision,
36, 48-57.


**Supervision Strategies and Perspectives**


**Ethical and Legal Issues in Supervision**


**Issues in Supervision of School Counselors**

242-252.


**Vicarious Traumatization in Supervision**


**STUDENT LEARNING OBJECTIVES (based on CACREP Standards)**

COU 887 Supervision of Practicum meets the following 2016 CACREP Standards:

CACREP Doctoral Standards Section II
Doctoral Professional Identity
2. SUPERVISION

D. skills of clinical supervision
E. opportunities for developing a personal style of clinical supervision
F. assessment of supervisees’ developmental level and other relevant characteristics
G. modalities of supervision and the use of technology
H. administrative procedures and responsibilities related to supervision
I. evaluation, remediation, and gatekeeping in supervision
J. legal issues and responsibilities in supervision
K. ethical and culturally relevant strategies for conducting supervision

Curricular activities related to each of these standards include the facilitation (or co-facilitation) of a master’s level practicum class under university faculty supervision. In this capacity, doctoral students will facilitate (or co-facilitate) COU 880 (the practicum course for master’s level students). Doctoral students will also provide individual and/or triadic supervision for master’s level students in the assigned master’s practicum class. Doctoral students in COU 887 will receive supervision of their supervision practice in three (3) ways. First, doctoral students will attend the regularly scheduled class meetings of COU 887 in which they will receive group supervision of their supervision practice.
Second, they will meet with the master’s level practicum instructor of record according to that faculty member’s direction to receive individual and/or triadic supervision regarding the supervision of supervision especially as it relates to the content of their supervisees’ cases. Third, doctoral supervisors-in-training will meet periodically with the instructor of their COU 887 course to receive individual and/or triadic supervision especially as it relates to the development of their own competence and confidence as supervisors-in-training. The scheduled class time for COU 887 will be the designated time for group supervision of supervision. The remaining individual and/or triadic supervision with both the instructor of the doctoral course COU 887 and the instructor of record for COU 880 will be scheduled in a manner that meets the needs of doctoral supervisees and faculty members. Additional curricular activities include the completion of all necessary paperwork related to supervision practice and the completion of two reflection papers detailing each student’s experience as a supervisor-in-training.

Assessments related to each of these standards include two reflection papers (completed at mid-semester and end of the semester) that discuss the doctoral student supervisor-in-training’s experiences; the completion of all required paperwork related to supervision as noted in a subsequent section; an evaluation by the faculty of record for COU 887; an evaluation by the faculty of record for the assigned COU 880 practicum, and a supervisory evaluation to be completed by each supervisee.

**Evaluation Methods:**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in Reflecting Team Group Supervision</td>
<td>15</td>
</tr>
<tr>
<td>Mid-Semester Supervision Self-Reflection Paper 1</td>
<td>15</td>
</tr>
<tr>
<td>End-Semester Supervision Self-Reflection Paper 2</td>
<td>15</td>
</tr>
<tr>
<td>Professional Supervisor Self-Disclosure Statement</td>
<td>5</td>
</tr>
<tr>
<td>Successful Completion of All Practicum Paperwork</td>
<td>15</td>
</tr>
<tr>
<td>Summary of Practicum Student Completed Forms:</td>
<td>10</td>
</tr>
<tr>
<td>COU 887 Faculty Evaluation Form</td>
<td>15</td>
</tr>
<tr>
<td>COU 880 Practicum Instructor Evaluation Form</td>
<td>10</td>
</tr>
</tbody>
</table>

Total Points for Course: 100 points

Grading Scale: A 92-100, B 82-91, C 72-81

**Student Progress:**

You will be provided with written feedback on each assignment. Grades will be posted on Blackboard.

**Liability Insurance Coverage:**

PLEASE NOTE THAT STUDENTS ARE NOW REQUIRED TO HAVE LIABILITY INSURANCE FOR ANY CLASSES THAT INCLUDE CLINICAL APPLICATIONS. Such insurance is available with student membership to ACA or through HPSO. You will need to provide proof of your liability coverage.
Disclosure Form:

At the end of the syllabus you will find a disclosure form that addresses my training and experience relevant to the course. It will also inform you about confidentiality related to this class and the limits thereof. This form must be signed by the beginning of our first class.

Attendance Policy:

It is important for students to attend each class session and to actively participate in all discussions. You must be present to earn the participation points. Missing a class could negatively impact a student’s grade for this course. In the event of an actual emergency/serious illness, one absence may be allowed if it is discussed beforehand with the instructor. Note: Regardless of an absence, all assignments are due on the dates noted in the course outlines. Late papers will be penalized one point for each day that a paper is late. In the event that you need to miss a scheduled supervision with your supervisee(s), your COU 880 faculty supervisor, or your COU 887 faculty supervisor, you MUST notify them immediately and reschedule the appointment as soon as possible. Missed supervision sessions without proper notification can negatively impact your grade for this course.

Last Day to Drop Course:

See EKU academic calendar by clicking calendars on the EKU website at www.eku.edu.

Disability Statement:

If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the Office in the Student Services Building Room 361 by email at disserv@eku.edu or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in an alternative format.

Academic Integrity Statement:

Students are advised that EKU's Academic Integrity policy will be strictly enforced in this course. The Academic Integrity policy is available at www.academicintegrity.eku.edu. Questions regarding the policy may be directed to the Office of Academic Integrity.

Official E-mail:

An official EKU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via e-mail will be sent to this EKU e-mail address.
Course Requirements:

Reading – This class requires minimal reading; however, students should have all reading material from COU 886 on hand and refer to it as needed throughout their supervision of master’s level practicum students. If an issue arises about which a student needs more information, additional reading may be required.

Participation in Reflecting Team Group Supervision – Participation is worth 15 points or 15% of your grade. Students are required to participate in regular group supervision of their own supervision with practicum students. Students will both offer supervisory situations for review and also contribute to meaningful feedback when other students are sharing case information. The reflecting team supervision (RTS) format will be discussed in class. Students should also carefully read the Power Point presentation on our Black Board site that describes RTS in detail. All students must participate in this process to pass this course. Students will be respectful of one another at all times especially when discussions involve topics about which there may be different opinions, beliefs, or values.

Mid-Semester Self-Reflection Paper – This assignment is worth 15 points of 15% of your grade for this course. Complete a 5 page reflection paper (typed, double-spaced, Times New Roman 12 point font, one-inch margins) that offers your thoughts on hopes, fears, concerns related to your current supervision practice. What strengths do you believe you bring to the supervisory relationship? What skills do you need to develop to be a more effective supervisor? How will you work on developing the skills you have identified?

End-Semester Self-Reflection Paper - This assignment is worth 15 points of 15% of your grade for this course. Complete a 5 page reflection paper (typed, double-spaced, Times New Roman 12 point font, one-inch margins) that offers your thoughts on your work with your supervisees over the past semester. Describe your effectiveness with individual and/or triadic supervision as well as group supervision. Reflect back on your thoughts and feelings related to your confidence and competence as a supervisor from the first of the semester. What changes have you seen in yourself since then? What additional growth would you like to see as you continue to develop as a supervisor?

Supervisor Disclosure and Limits of Confidentiality Statement – This assignment is worth 5 points or 5% of your grade for this course. You may choose to use the form you developed in COU 886 or you may choose to create a new form. Have this form ready before you meet with any supervisees. If you need to review information relevant to professional disclosure forms and limits of confidentiality within supervision you may want to review the following websites:

ACES Best Practices in Clinical Supervision at:

Ethical Standards for Supervision (Part of the 2005 ACA Code of Ethics) at:
http://www.acesonline.net/members/supervision/
Successful Completion of All Practicum Paperwork – This assignment is worth 15 points or 15% of your grade for this course. You will need to work in close collaboration with the Director of Clinical Experiences and you assigned faculty of record for your specific COU 880 master’s level practicum class. These individuals will determine the paperwork that you will need to complete for each of your supervisees. This paperwork must be completed accurately and in a timely fashion. If there is any confusion about required paperwork, faculty of both classes and the student can meet together to clarify requirements.

Summary of Practicum Student Completed Forms - This assignment is worth 10 points or 10% of your grade for this course. Each of your supervisees will complete two evaluations of your work. All evaluations from all students will be considered as a whole. It is imperative that you have students fill these forms out and return them in a sealed envelope for you to submit to me by the date noted on the course outline below. This form is included at the end of this syllabus.

COU 887 Faculty Evaluation Form - This evaluation is worth 15 points or 15% of your grade for this course. You will receive this completed form at two points during the semester. The first time is mid-semester which will allow you time to address any areas that need improvement. The second time is the last week of class prior to finals week.

COU 880 Practicum Instructor Evaluation Form - This evaluation is worth 10 points or 10% of your grade for the course. You will receive this completed form at two points during the semester. The first time is mid-semester which will allow you time to address any areas that need improvement. The second time is the last week of class prior to finals week.

COURSE OUTLINE

Week 1 – Introductions

The focus of this class meeting will be to introduce students to one another and to the course, the syllabus, the assignments, the master’s level practicum faculty, and the master’s level practicum students. Students will be assigned to a faculty member of record for a section of COU 880 which is the practicum for master’s level students.

• Review the power point of RTS on Blackboard.
• Bring your Professional Disclosure statement to class for review.
• Meet with your assigned practicum instructor to determine his or her preferred method of meeting with you for individual and/or triadic supervision and to clarify what paperwork he or she wants you to complete for your supervisees.

Week 2 – Reflecting Team Supervision, Meetings as scheduled with COU 887 Faculty and COU 880 Faculty for individual supervision

• Facilitate COU 880 as agreed upon with the COU 880 instructor of record.
• Meet with individual supervisees.
• Submit Reflection Paper 1.

**Week 3 – Reflecting Team Supervision, Meetings as scheduled with COU 887 Faculty and COU 880 Faculty for individual supervision**

• Facilitate COU 880 as agreed upon with the COU 880 instructor of record.
• Meet with individual supervisees.

**Week 4 – Reflecting Team Supervision, Meetings as scheduled with COU 887 Faculty and COU 880 Faculty for individual supervision**

• Facilitate COU 880 as agreed upon with the COU 880 instructor of record.
• Meet with individual supervisees.
• Complete *all* required paperwork for supervisees as determined by COU 880 instructor.
• Receive completed mid-term evaluation of your work from COU 880 faculty.
• Receive completed mid-term evaluation of your work from COU 887 faculty.

**Week 5 – Reflecting Team Supervision, Meetings as scheduled with COU 887 Faculty and COU 880 Faculty for individual supervision**

• Facilitate COU 880 as agreed upon with the COU 880 instructor of record.
• Meet with individual supervisees.
• Complete *all* required paperwork for supervisees as determined by COU 880 instructor.

**Week 6 – Reflecting Team Supervision, Meetings as scheduled with COU 887 Faculty and COU 880 Faculty for individual supervision**

• Facilitate COU 880 as agreed upon with the COU 880 instructor of record.
• Meet with individual supervisees.
• Complete *all* required paperwork for supervisees as determined by COU 880 instructor.

**Week 7 – Reflecting Team Supervision, Meetings as scheduled with COU 887 Faculty and COU 880 Faculty for individual supervision**

• Facilitate COU 880 as agreed upon with the COU 880 instructor of record.
• Meet with individual supervisees.
• Complete *all* required paperwork for supervisees as determined by COU 880 instructor.
• Remind COU faculty that your end of the semester evaluation is due next week.
• Have your student supervisees complete the required evaluation of your work which will be due by the next class – no exceptions.
Week 8 - Reflecting Team Supervision, Meetings as scheduled with COU 887 Faculty and COU 880 Faculty for individual supervision

- Facilitate COU 880 as agreed upon with the COU 880 instructor of record.
- Meet with individual supervisees.
- Complete all required paperwork for supervisees as determined by COU 880 instructor.
- Submit COU 880 Faculty evaluation of your supervision.
- Submit the evaluation forms completed by each of your supervisees.
- Submit Reflection Paper 2
Professional Supervisor Disclosure Statement
Carol A. Sommer, Ph.D., LPCC, NCC, ACS

Qualifications: I hold a doctorate in Educational Psychology with an area specialization in Counselor Education. I am an Associate Professor at Eastern Kentucky University. I have taught doctoral supervision classes as well as master’s practicum and internship since 2003. I am a nationally certified counselor (NCC), a Mississippi licensed professional counselor (LPC), and a nationally approved clinical supervisor (ACS). Prior to earning my doctorate, I worked as a counselor in private practice, as a clinical therapist at a rape crisis center, and as a counselor at a university counseling center. My specialization area in counseling is clinical mental health. Additionally, supervision is my primary research interest area. I have published multiple articles on supervision and have presented on this topic at international, national, regional, and state conferences. I practice a collaborative, narrative approach to supervision that is strength-based in nature.

Limits of Confidentiality: As your faculty supervisor, I will be evaluating your work in conjunction with your site supervisor. Your work will be discussed in our practicum or internship class. I will also consult with your site supervisor and other Counseling and Educational Psychology (CEP) Faculty as needed. Counseling can be stressful work. If during my supervision with you, I feel that you may be a potential danger to yourself or others, I may need to take action such as bringing my concerns before the CEP Faculty or notifying emergency help. I will also need to take appropriate action if I believe you have violated any ethical standards related to our profession. According to ethical codes applicable to counselors and supervisors, I will not be able to endorse you for future employment if I have questions about your professional performance and/or personal disposition.

My Role as Faculty Supervisor: I will provide an average of 1 ½ hours of weekly group supervision (per CACREP standards) and will meet with you individually as needed. I will determine your grade for this course based on your performance and in consultation with your site supervisor. Your site supervisor will be considered your primary supervisor and ultimately any decisions about what you will do with clients should be reviewed with the site supervisor. Your site supervisor is also the first person to be contacted should an emergency arise with any of your clients. I will be responsible for serving as a liaison with your site. I look forward to working with you over the course of the semester. If you have concerns about your site experience or your practicum/internship class, please contact me immediately. I can be reached in my office during regularly scheduled office hours and, sometimes, by special appointment. The best way to reach me is via email at carol.sommer@eku.edu; however, please be aware that email is not a confidential form of communication.

College of Education Professional Education Program Model:
EKU Professional Education Model:
Effective Educators as Effective People
EKU Professional Education Slogan:
To teach, to learn, to help others teach and learn.
Master’s Level Supervisee’s Evaluation of Doctoral Supervision

Name of Supervisor: 
Practicum Course Number: 
Date: 

Instructions: Rate your supervisor on the following items. Please use the exact ratings provided. For instance, do not rate an item 2.5 or 3.5. Please do not leave any items unanswered. Add the total number of points for each of the ten questions.

It is all right for my supervisor to see this evaluation. Signed ______________________________ OR
I would prefer that my supervisor does not see this evaluation but receive the feedback without using my name. Signed ______________________________________

1. How would you rate the quality of supervision you have received?
   1 Excellent  2 Good  3 Fair  4 Poor

2. How would you rate your supervisor’s ability to understand your concerns?
   1 Excellent  2 Good  3 Fair  4 Poor

3. How would you rate your supervisor’s ability to keep your scheduled meetings?
   1 Excellent  2 Good  3 Fair  4 Poor

4. How would you rate the way that your supervision has helped you to be a better counselor?
   1 Excellent  2 Good  3 Fair  4 Poor

5. How would you rate the quality of your supervisor’s feedback?
   1 Excellent  2 Good  3 Fair  4 Poor

6. How would you rate your supervisor’s sensitivity to issues related to diversity?
   1 Excellent  2 Good  3 Fair  4 Poor

7. How would you rate this supervisor’s ability to include everyone in group supervision?
   1 Excellent  2 Good  3 Fair  4 Poor

8. How would you rate this supervisor’s ability to encourage opinions, questions, and concerns in individual or triadic supervision?
   1 Excellent  2 Good  3 Fair  4 Poor

9. How would you rate this supervisor’s ability to encourage collaborative discussion in group supervision?
   1 Excellent  2 Good  3 Fair  4 Poor

10. Would you recommend this supervisor to another practicum student?
    1 Definitely  2 Probably  3 Not Really  4 No Way
Faculty Evaluation of Doctoral Supervisor-in-Training

Doctoral Student:
Faculty Supervisor:
Date:

Instructions: Rate your supervisor on the following items. Please use the exact ratings provided. For instance, do not rate an item 2.5 or 3.5. Please do not leave any items unanswered. Add the total number of points for each of the ten questions.

1. How would you rate the overall quality of supervision provided by this student?
   1 Excellent  2 Good  3 Fair  4 Poor

2. How would you rate your supervisee’s ability to utilize your feedback?
   1 Excellent  2 Good  3 Fair  4 Poor

3. How would you rate your supervisor’s ability to keep your scheduled meetings?
   1 Excellent  2 Good  3 Fair  4 Poor

4. How would you rate the supervisee’s command of supervision knowledge (models/theories)?
   1 Excellent  2 Good  3 Fair  4 Poor

5. How would you rate the quality of feedback the doctoral student provided to practicum supervisees?
   1 Excellent  2 Good  3 Fair  4 Poor

6. How would you rate the doctoral supervisor’s sensitivity to issues related to diversity?
   1 Excellent  2 Good  3 Fair  4 Poor

7. How would you rate this supervisor’s ability to facilitate group supervision?
   1 Excellent  2 Good  3 Fair  4 Poor

8. How would you rate this supervisor’s ability to encourage opinions, questions, and concerns in individual/triad and group supervision?
   1 Excellent  2 Good  3 Fair  4 Poor

9. How would you rate this supervisor’s ability to complete required paperwork in a timely manner?
   1 Excellent  2 Good  3 Fair  4 Poor

10. If possible, would you like to have this doctoral student assist you with another practicum class?
    1 Definitely  2 Probably  3 Not Really  4 No

Total Score: ________

Comments:
Feedback Form for Practicum Supervisees

Master’s Level Supervisee:
Doctoral Supervisor:
Practicum Course Number:
Date:

Your supervisee should present a recorded session for review, engage in an individual/triadic consultation, or offer a case presentation of in group format. Based on your observations, please provide the following information.

General summary of the session with client (for instance, presenting client issue, theoretical applications used by supervisee, appropriateness of treatment plan):

What strengths did you observe about the supervisee (for instance, what went well, what deserves positive attention and reinforcement?)

What areas in this supervisee’s work with clients do you see that might be improved (for instance, what could be tried differently next time?)

What do you expect from your supervisee the next time you meet?
Curriculum Change Form  
(Present only one proposed curriculum change per form)  
(Complete only the section(s) applicable.)

Part I

<table>
<thead>
<tr>
<th>(Check one)</th>
<th>Department Name</th>
<th>Course Prefix &amp; Number</th>
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<td>Counseling and Educational Psychology</td>
<td>COU 901</td>
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<td>___ Hybrid Course (‘S,’ ‘W’)</td>
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<td>___ Program Suspension (Part III)</td>
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<tr>
<td>___ Program Revision (Part III)</td>
<td></td>
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</table>

*Provide only the information relevant to the proposal.

Proposal Approved by:  
Departmental Committee  
College Curriculum Committee  
Teacher Education Committee*  
Graduate Council*  
3/25/14  
4/1/14  
Date  
Faculty Senate**  
Board of Regents**  
Date  

*If Applicable (Type NA if not applicable.)  **Approval needed for program revisions or suspensions.  ***To be added by the Registrar's Office after all approval is received.

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

A. **Specific action requested**: 
(Example: Increase the number of credit hours for ABC 100 from 1 to 2.)
New course for Counselor Education and Supervision Track in existing COE Doctorate Progmr

A. **Proposed Effective Academic Term**: 
(Example: Fall 2012)
Fall 2014

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

B. **The justification for this action**: 
A feasibility plan for this track in the Ed.D. in the College of Education has been submitted and Dr. Lowe is interested in pursuing this program. The proposed new course will help to meet the CACREP Standards related to doctoral programs.

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

**Personnel Impact:**
Existing CEP faculty will cover new classes and students will take some currently existing courses in the Educational Leadership and Policy Studies doctorate taught by EDL faculty. A new faculty member is being hired for the fall of 2014.

**Operating Expenses Impact:**
This course will be included in currently established teaching loads. If needed a faculty member may teach on overload until the program is established.

**Equipment/Physical Facility Needs:**
Classrooms in Combs, such 413 and 409, will be used.

**Library Resources:**
The library already subscribes to the main professional journals relevant to the class including *The Journal of Counseling and Development* and *Counselor Education and Supervision*. The cost of the text should be minimal.
**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>| | |</p>
<table>
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<tr>
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<td><strong>1.</strong></td>
<td>For a new course, provide the catalog text.</td>
</tr>
<tr>
<td><strong>2.</strong></td>
<td>For a revised course, provide the current catalog text with the proposed text using <strong>strike-through</strong> for deletions and <strong>underlines</strong> for additions.</td>
</tr>
<tr>
<td><strong>3.</strong></td>
<td>For a dropped course, provide the current catalog text.</td>
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</table>

**New or Revised** Catalog Text

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

COU 901 Advanced Counseling Theories. Prerequisite: Admission to the doctoral program. An examination of the philosophical foundations of counseling theory construction.

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

<p>| | |</p>
<table>
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**Revised** Program Text

(*Use **strike-through** for deletions and **underlines** for additions.)
### Part IV. Recording Data for New or Revised Course (Record only new or changed course information.)

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<td>Normal</td>
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<td>SO _______ SR _______</td>
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</table>

**Grading Information:** Course is eligible for IP (in-progress grading) for: 
- Thesis
- Internship
- Independent Study
- Practicum

### CoRequisites and Prerequisites **See definitions on following page**

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

<table>
<thead>
<tr>
<th>Course Prefix and No.</th>
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<tbody>
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</table>

**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-.)

<table>
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</tbody>
</table>

**Course Prefix and No.**

| Admission to the doctoral program. |
|------------------------------------|---|
|                                    |  |

**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-.)

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**Test Scores**

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

**Equivalent Course(s):** (credit will not be awarded for both…; or formerly…)

<table>
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| Admission to the doctoral program. |
|------------------------------------|---|
|                                    |  |

**Proposed General Education Element:** Please mark (X) in the appropriate Element or Elements (e.g. – 4B(3) X ).

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<td>1C (3)</td>
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<td>or 3A/B</td>
<td>or 4A/B</td>
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<td></td>
<td></td>
<td>Integrated Sciences(6)</td>
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**NOTE:** Do not forward validation tables with curriculum form.
Eastern Kentucky University
Department of Counseling and Educational Psychology
COU 901: Advanced Counseling Theories
(3 credit hours), CRN #: XXXXX
Semester Year

Professor: Carol A. Sommer, Ph.D., NCC, LPCC, ACS
Office: Combs 403
Phone: 859-622-1714 (office)
E-mail: Carol.Sommer@eku.edu (preferred mode of communication)
Office Hours: By appointment

CATALOGUE COURSE DESCRIPTION

Prerequisite: Admission to the doctoral program. An examination of the philosophical foundations of counseling theory construction.

Required Text(s):


NOTE: Students may question the use of a text written in 1981; however, a quick perusal on www.googlescholar.com will provide assurance that many educators consider this text still to be the best, most comprehensive book on counseling theories. It provides a comprehensive and deeply compelling discussion of the philosophical foundations upon which counseling theories are built – a component that many current texts touch upon briefly, if at all.


Should you choose not to purchase this text, you must frequently use www.apastyle.org. This site contains quick reference guidelines related to issues of formatting especially regarding citations, references, headings, and so forth. Either use the website or buy the book. Written assignments must adhere to APA writing style.

Recommended Text(s):

Students will read additional books and/or articles that relate to their particular theoretical orientation for the development of a paper which will address that topic.
STUDENT LEARNING OBJECTIVES (based on CACREP Standards)

CACREP Doctoral Standards
Section II
Doctoral Professional Identity
1. COUNSELING

A. advanced study in counseling theories
B. integration of counseling theories
C. conceptualization of clients from multiple theoretical perspectives
E. evidence-based counseling practices
F. methods for evaluating counseling effectiveness
G. ethical and culturally relevant counseling in multiple settings

Curricular Activities: Assigned and supplemental readings; participation in class discussions as students discuss their emerging papers and submit in-process components of the paper; and final paper on the student’s personal theoretical orientation to counseling and its range of convenience.

Assessment(s): Assigned and personally chosen readings will be incorporated into a comprehensive paper that addresses each student’s theoretical approach to counseling and its range of convenience. Papers will include a minimum of six sections specifically designed to address the above noted CACREP Doctoral Standards II.1.A, B, C, E, F, and G.

Evaluation Methods:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Participation in class discussions</td>
<td>20 points</td>
</tr>
<tr>
<td>Paper Section 1 Advanced Discussion of Personal Theory of Counseling and its Philosophical Foundation(s)</td>
<td>10 points</td>
</tr>
<tr>
<td>Paper Section 2 Discussion of Relevant Integration Theoretical Approaches from a Philosophically Consistent Perspective</td>
<td>10 points</td>
</tr>
<tr>
<td>Paper Section 3 Discussion of the Range of Convenience of the Theory with a Variety of Diverse Clients and Settings Including Ethical Perspectives</td>
<td>10 points</td>
</tr>
<tr>
<td>Paper Section 4 Discussion of Current Evidence-Based Practices Related to the Theory</td>
<td>10 points</td>
</tr>
<tr>
<td>Paper Section 5 In-Depth Discussion of Evaluative Methods Related to the Theory</td>
<td>10 points</td>
</tr>
<tr>
<td>Paper Section 6 An Integrated Summarization of Theory</td>
<td>10 points</td>
</tr>
<tr>
<td>Correct use of current APA style, correct grammar, and overall Professional Appearance and Quality of Writing</td>
<td>20 points</td>
</tr>
</tbody>
</table>

Total Points for Course: 100 points

Grading Scale: A 92-100, B 83-91, C 74-82
Student Progress:

You will be provided with written feedback on each assignment. Grades will be posted on Blackboard.

Liability Insurance Coverage:

PLEASE NOTE THAT STUDENTS ARE REQUIRED TO HAVE LIABILITY INSURANCE THROUGHOUT THEIR DOCTORAL STUDIES. Insurance is available through HPSO. You will need to provide proof of your liability coverage and keep your coverage up-to-date.

Attendance Policy:

This class is scheduled to meet for eight (8) sessions over the course of the semester. It is important for students to attend each class session and to actively participate in all class discussions. During class we will participate in discussions about which their may be differing opinions. Students are encouraged to engage in any dialogue that is respectful and professional. You must be present to earn participation points. Missing a class could negatively impact a student’s grade for this course. In the event of an actual emergency/serious illness, an absence may be allowed if prior notification and arrangements have been made.

Last Day to Drop Course:

See EKU academic calendar by clicking calendars on the EKU website at www.eku.edu.

Disability Statement:

If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the Office in the Student Services Building Room 361 by email at disserv@eku.edu or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in an alternative format.

Academic Integrity Statement:

Students are advised that EKU's Academic Integrity policy will be strictly enforced in this course. The Academic Integrity policy is available at www.academicintegrity.eku.edu. Questions regarding the policy may be directed to the Office of Academic Integrity.

Official E-mail:
An official EKU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via e-mail will be sent to this EKU e-mail address.

**Course Requirements:**

**Reading** – This class includes a heavy reading load based on assigned chapters from the text as well as additional readings you will need to complete for your papers. You should come to class prepared to discuss and to ask questions about the readings.

**Participation** – Participation is worth 20 points or 20 % of your grade.

**Theory Paper** – Paper is worth 80 points or 80% of your grade.

The written assignment for this class consists of a paper which should contain the following 6 sections PLUS an introduction and an APA style reference list. Sections of the paper can and should be written before the final paper is due. Students are encouraged to meet with the professor to receive feedback on how to improve content and technique. Students must use the text by Rychlak and a minimum of 10 additional scholarly peer reviewed journal articles to support your position. Points will be distributed as follows:

- Paper Section 1 Advanced Discussion of Personal Theory of Counseling and its Philosophical Foundation(s) 10 points
- Paper Section 2 Discussion of Relevant Integration Theoretical Approaches from a Philosophically Consistent Perspective 10 points
- Paper Section 3 Discussion of the Range of Convenience of the Theory with a Variety of Diverse Clients and Settings Including Ethical Perspectives 10 points
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- Paper Section 6 An Integrated Summarization of Theory 10 points
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**COURSE OUTLINE**

**Week 1 – Introductions**

The focus of this class meeting will be to introduce students to one another and to the course, the syllabus, and the assignments.

Assignment: Carefully read the Introduction in Rychlak before our first class.

**Week 2 – Mixed Kantian-Lockean Models**
Assignment: Read Rychlak Chapters 1 and 2

Week 3 – Mixed Kantian-Lockean Models continued

Assignment: Read Rychlak Chapters 3 and 4

Week 4 – Lockean Models

Assignment: Read Rychlak pages 319-321 and Chapters 5 and 6

Week 5 – Lockean Models continued

Assignment: Read Rychlak Chapters 7 and 8

Week 6 – Kantian Models

Assignment: Read Rychlak pages 560-564 and Chapters 9 and 10

Week 7 – Kantian Models continued

Assignment: Read Rychlak Chapters 11 and 12

Week 8 – In-class Presentations of Student Papers

Note: Dates for chapters of the final paper are flexible. Students are encouraged to explore philosophical theoretical orientations by, at minimum, reading the three introductory sections in Rychlak. Work on individual sections of the paper throughout the semester and the class as a whole will decide on which dates sections will be due and discussed in class.

College of Education Professional Education Program Model:
EKU Professional Education Model:
Effective Educators as Effective People

EKU Professional Education Slogan:
To teach, to learn, to help others teach and learn.
Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

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<tbody>
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<tr>
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<td>*Course Prefix &amp; Number</td>
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</tr>
<tr>
<td></td>
<td>*Program Title</td>
<td>Counselor Education and Supervision track in Educational Leadership and Policy Studies ED.D.</td>
</tr>
<tr>
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Proposal Approved by:  
Departmental Committee  3/25/14  Council on Academic Affairs  
College Curriculum Committee  4/1/14  Faculty Senate**  
Teacher Education Committee*  
Graduate Council*  EFFECTIVE ACADEMIC TERM****

*If Applicable (Type NA if not applicable.)
**Approval needed for program revisions or suspensions.
***To be added by the Registrar’s Office after all approval is received.

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

A. 1. Specific action requested:  (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)
New course for Counselor Education and Supervision Track in existing COE Doctorate Program

A. 2. Proposed Effective Academic Term:  (Example: Fall 2012)
Fall 2014

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

B. The justification for this action:
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Operating Expenses Impact:
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Library Resources:
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### 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 strike-through for deletions and **underlines** for additions.
3. For a dropped course, provide the current catalog text.

<table>
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<tr>
<td>(<em>Use <strong>strike-through</strong> for deletions and <strong>underlines</strong> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.</em>) COU 902 Advanced Group Counseling. Prerequisite: Admission to the doctoral program. Theoretical foundations of advanced group counseling (includes supervised experiential component via facilitation of master's level groups for COU 820 course.)</td>
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### Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using **strike-through** for deletions and **underlines** for additions.
2. 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.

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**Part IV. Recording Data for New or Revised Course**

(Record only new or changed course information.)

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Grading Information: Course is eligible for IP (in-progress grading) for: Check all applicable

Thesis
Internship
Independent Study
Practicum

CoRequisites 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.

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 will not be awarded for both…; or formerly…)

Course Prefix and No.

Course Prefix and No.

Course Prefix and No.

Proposed General Education Element:  Please mark (X) in the appropriate Element or Elements ( e.g. – 4B(3) X ).

<table>
<thead>
<tr>
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<th>Element 3 (6)</th>
<th>Element 4 (6)</th>
<th>Element 5 (6)</th>
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<td>or 3A/B</td>
<td>or 4A/B</td>
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</table>

Integrated A&H(6) |

NOTE: Do not forward validation tables with curriculum form.
Eastern Kentucky University
Department of Counseling and Educational Psychology

COU 902: Advanced Group Counseling
(3 credit hours), CRN #: XXXXX

Semester Year

Professor: Carol A. Sommer, Ph.D., NCC, LPCC, ACS
Office: Combs 403
Phone: 859-622-1714 (office)
E-mail: Carol.Sommer@eku.edu (preferred mode of communication)
Office Hours: By appointment

CATALOGUE COURSE DESCRIPTION

Prerequisite: Admission to the doctoral program. (3 hours) Theoretical foundations of advanced group counseling (includes supervised experiential component via facilitation of master's level groups for in COU 820 course).

Required Texts(s):


Should you choose not to purchase this text, you must frequently use www.apastyle.org. This site contains quick reference guidelines related to issues of formatting especially regarding citations, references, headings, and so forth. Either use the website or buy the book. Written assignments must adhere to APA writing style.

STUDENT LEARNING OBJECTIVES (based on CACREP Standards)

CACREP Doctoral Standards
Section II
Doctoral Professional Identity
1. COUNSELING

A. advanced study in counseling theories
B. integration of counseling theories
C. conceptualization of clients from multiple theoretical perspectives
E. evidence-based counseling practices
F. methods for evaluating counseling effectiveness
G. ethical and culturally relevant counseling in multiple settings

Curricular Activities: Assigned and supplemental readings; offering and listening to group presentations; short paper on roles and functions of group facilitators, and final paper on preferred method of supervision practice.

Assessment(s): Participation in class discussions, short papers, and final paper are graded assignments.

Evaluation Methods:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Participation in class discussions of Yalom’s text</td>
<td>20</td>
</tr>
<tr>
<td>Participation in Group Supervision</td>
<td>20</td>
</tr>
<tr>
<td>Facilitation of COU 820 Experiential Groups</td>
<td>15</td>
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<tr>
<td>Evaluation by COU 820 Group Members</td>
<td>10</td>
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<tr>
<td>Evaluation by COU 903 Co-facilitator</td>
<td>15</td>
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<tr>
<td>Reflective Log on Group Leadership Experiences</td>
<td>20</td>
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</tbody>
</table>

Total Points for Course 100 points

Grading Scale: A 92-100, B 83-91, C 74-82

Student Progress:

You will be provided with written feedback on each assignment. Grades will be posted on Blackboard.

Liability Insurance Coverage:

STUDENTS IN THE DOCTORAL PROGRAM ARE REQUIRED TO HAVE LIABILITY INSURANCE AT ALL TIMES. Such insurance is available through HPSO. You will need to provide proof of your liability coverage and keep your coverage up-to-date.

Attendance Policy:

This class is scheduled to meet for eight (8) sessions over the course of the semester. You will need to meet with your co-facilitator outside of class to plan, prepare, offer, and process the experiential groups you will lead for the master’s level COU 820 class. It is important for students to attend each COU 903 class session in which we will discuss readings from Yalom and participate in group supervision; each COU 820 group session which you will co-facilitate; and all preparatory and processing meetings with your co-facilitator. Missing any of these events could negatively impact a student’s grade for this
course. In the event of an actual emergency/serious illness, an absence may be allowed if it is negotiated with the professor beforehand.

**Last Day to Drop Course:**

See EKU academic calendar by clicking calendars on the EKU website at www.eku.edu.

**Disability Statement:**

If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the Office in the Student Services Building Room 361 by email at disserv@eku.edu or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in an alternative format.

**Academic Integrity Statement:**

Students are advised that EKU's Academic Integrity policy will be strictly enforced in this course. The Academic Integrity policy is available at www.academicintegrity.eku.edu. Questions regarding the policy may be directed to the Office of Academic Integrity.

**Official E-mail:**

An official EKU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via e-mail will be sent to this EKU e-mail address.

**Course Requirements:**

**Reading** – You should come to class already having read the assigned readings and be prepared to discuss and to ask questions about the readings.

**Participation** – Participation is worth 25 points or 25 % of your grade. Participation consists of sharing meaningfully in class discussions of readings and participating fully in group supervision.

**Co-facilitation of 820 Groups** – Groups of two students will be responsible for leading the experiential groups for the master’s level COU 820 class. You will follow the guidelines provided for you and add your own touches where appropriate. You will work collaboratively with your co-facilitator.

**Reflective Log of Leading Groups** – Doctoral students will keep a log that details how sessions went (do not mention any master’s level students’ names in these manuals). The purpose of this log is to require you to reflect on your growth and development as a group
leader. Describe your thoughts, feelings, reactions, and responses to what happens in group and what happens with your co-leader.

In your reflection paper, be sure to address the following items related to Doctoral CACREP STANDARDS on Professional Identity II.1. Counseling A, B, C, E, F, and G as noted above in the section on Student Learning Objectives.

A. What theoretical approach did you use in your group?
B. What leadership style did you utilize? How did you and your co-leader integrate your styles of working together?
C. How can you conceptualization your work with COU 820 students based on their personal and professional levels of development?
E. How did you utilize evidence-based practices to assist you in your work with the COU 820 group? Hint: Your readings from Yalom should be helpful here.
F. How did you evaluate the effectiveness of your work with the students in COU 820. Hint: The evaluations completed by the students and your co-facilitator should provide ample ground for reflection.
G. What ethical and/or culturally significant issues arose during your groups?

COURSE OUTLINE

Week 1 – Introductions

The focus of this class meeting will be to introduce students to one another and to the course, the syllabus, and the assignments. An initial introduction of some terms and fundamentals of group counseling will be addressed.

Students will choose co-facilitators for the facilitation of the experiential groups in the master’s level course COU 820. Students will prepare a Self-Disclosure and Limits of Confidentiality Statement to be used in COU 820.

Co-facilitators meet to plan and prepare for conducting the COU 820 group and also meet to process how group went. Doctoral students keep a log of their learning experiences and will participate in group supervision of their group leadership skills during our COU 902 class.

Week 2 – The Therapeutic Factors; Interpersonal Learning

Assignment: Read Yalom Chapters 1 & 2

Co-facilitators meet to plan and prepare for conducting the COU 820 group and also meet to process how group went. Doctoral students keep a log of their learning experiences and will participate in group supervision of their group leadership skills during our COU 902 class.
Week 3 – Group Cohesiveness; Therapeutic Factors: An Integration

Assignment: Read Yalom Chapters 3 & 4

Co-facilitators meet to plan and prepare for conducting the COU 820 group and also meet to process how group went. Doctoral students keep a log of their learning experiences and will participate in group supervision of their group leadership skills during our COU 902 class.

Week 4 – The Therapist: Basic Tasks; Working in the Here and Now; and Transference and Transparency

Assignment: Read Yalom Chapters 5, 6, & 7

Co-facilitators meet to plan and prepare for conducting the COU 820 group and also meet to process how group went. Doctoral students keep a log of their learning experiences and will participate in group supervision of their group leadership skills during our COU 902 class.

Week 5 – The Selection of Clients; The Composition of Therapy Groups; and Creation of Group: Place, Time, Size, Preparation

Assignment: Read Yalom Chapters 8, 9, & 10

Co-facilitators meet to plan and prepare for conducting the COU 820 group and also meet to process how group went. Doctoral students keep a log of their learning experiences and will participate in group supervision of their group leadership skills during our COU 902 class.

Week 6 – In the Beginning, The Advanced Group; Problem Group Members

Assignment: Read Yalom Chapters 11, 12, & 13

Co-facilitators meet to plan and prepare for conducting the COU 820 group and also meet to process how group went. Doctoral students keep a log of their learning experiences and will participate in group supervision of their group leadership skills during our COU 902 class.

Week 7 – The Therapist: Specialized Formats and Procedural Aids; Specialized Therapy Groups

Assignment: Read Yalom Chapters 14 & 15
Reflective Log is due today

Co-facilitators meet to plan and prepare for conducting the COU 820 group and also meet to process how group went. Doctoral students keep a log of their learning experiences
and will participate in group supervision of their group leadership skills during our COU 902 class.

**Week 8 – Group Therapy: Ancestors and Cousins; Training the Group Therapist**

Assignment: Read Yalom Chapters 16 & 17  
Evaluations BY your COU 820 group members are due today  
Evaluations OF your COU 903 co-facilitator are due today

Co-facilitators meet to plan and prepare for conducting the COU 820 group and also meet to process how group went. Doctoral students keep a log of their learning experiences and will participate in group supervision of their group leadership skills during our COU 902 class.
Professional Supervisor Disclosure Statement
Carol A. Sommer, Ph.D., LPCC, NCC, ACS

Qualifications: I hold a doctorate in Educational Psychology with an area specialization in Counselor Education. I am an Associate Professor at Eastern Kentucky University. I have taught both master’s level and doctoral classes since 2003. I am a nationally certified counselor (NCC), a Kentucky LPCC, and a nationally approved clinical supervisor (ACS). Prior to earning my doctorate, I worked as a counselor in private practice, as a clinical therapist at a rape crisis center, and as a counselor at a university counseling center. My specialization area in counseling is clinical mental health, especially the areas of narrative counseling, group counseling, and clinical supervision. Additionally, supervision is my primary research interest area. I have published multiple articles on supervision and have presented on this topic at international, national, regional, and state conferences. I practice a collaborative, narrative approach to counselor education that is strength-based in nature.

Limits of Confidentiality: As your faculty supervisor, I will be evaluating your work. Your work will be discussed in our COU 903 class. I will also consult with other Counseling and Educational Psychology (CEP) Faculty as needed. Counseling can be stressful work. If during my supervision with you, I feel that you may be a potential danger to yourself or others, I may need to take action such as bringing my concerns before the CEP Faculty or notifying emergency help. I will also need to take appropriate action if I believe you have violated any ethical standards related to our profession. According to ethical codes applicable to counselors and supervisors, I will not be able to endorse you for future employment if I have questions about your professional performance and/or personal disposition.

My Role as Faculty Supervisor: I will provide group supervision during COU 903 and will meet with you individually as needed. I will determine your grade for this course based on your performance, and evaluations by your group members in COU 820. Should an emergency arise within your COU 820 group you should contact me immediately. I will be available to serve as mediator for either you and your co-facilitator or you and your group members should the need arise. I look forward to working with you over the course of the semester. The best way to reach me is via email at carol.sommer@eku.edu; however, please be aware that email is not a confidential form of communication.

College of Education Professional Education Program Model:
EKU Professional Education Model:
Effective Educators as Effective People

EKU Professional Education Slogan:
To teach, to learn, to help others teach and learn.
Curriculum Change Form  
(Present only one proposed curriculum change per form)  
(Complete only the section(s) applicable.)

<table>
<thead>
<tr>
<th>Part I</th>
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<tr>
<td>(Check one)</td>
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<tr>
<td>X New Course (Parts II, IV)</td>
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<tr>
<td>Course Revision (Parts II, IV)</td>
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<tr>
<td>Hybrid Course (‘S,’ ‘W’)</td>
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<tr>
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<td>Program Revision (Part III)</td>
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<tr>
<td>College</td>
<td>College of Education</td>
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<tr>
<td>*Course Prefix &amp; Number</td>
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<tr>
<td>*Program Title</td>
<td>Counselor Education and Supervision track in Educational Leadership and Policy Studies ED.D.</td>
</tr>
<tr>
<td>*If Certificate, indicate Long-Term(University) or Short-Term(Departmental)</td>
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</tbody>
</table>

*Provide only the information relevant to the proposal.

Proposal Approved by:  
Departmental Committee  
College Curriculum Committee  
Teacher Education Committee*  
Graduate Council*  
Council on Academic Affairs  
Faculty Senate**  
Board of Regents**  
EFFECTIVE ACADEMIC TERM****  

*If Applicable (Type NA if not applicable.)  
**Approval needed for program revisions or suspensions.  
***To be added by the Registrar’s Office after all approval is received.

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

**A. Specific action requested:** (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)

New course for Counselor Education and Supervision Track in existing COE Doctorate Program

**A. Proposed Effective Academic Term:** (Example: Fall 2012)

Fall 2014

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

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

A feasibility plan for this track in the Ed.D. in the College of Education has been submitted and Dr. Lowe is interested in pursuing this program. The proposed new course will help to meet the CACREP Standards related to doctoral programs.

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

**Personnel Impact:**

Existing CEP faculty will cover new classes and students will take some currently existing courses in the Educational Leadership and Policy Studies doctorate taught by EDL faculty. A new faculty member is being hired for the fall of 2014.

**Operating Expenses Impact:**

This course will be included in currently established teaching loads. If needed a faculty member may teach on overload until the program is established.

**Equipment/Physical Facility Needs:**

Classrooms in Combs, such 413 and 409, will be used.

**Library Resources:**

The library already subscribes to the main professional journals relevant to the class including The Journal of Counseling and Development and Counselor Education and Supervision. The cost of the text should be minimal.
**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 **strike-through** for deletions and **underlines** for additions.
3. For a dropped course, provide the current catalog text.

<table>
<thead>
<tr>
<th>New or Revised* Catalog Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>(*Use <strong>strike-through</strong> for deletions and <strong>underlines</strong> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.) COU 903 Advanced Issues in Clinical Mental Health Counseling and Counselor Education. Prerequisite: Admission to the doctoral program. Current topical issues related to advanced counseling practice and counselor education.</td>
</tr>
</tbody>
</table>

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

1. For a revised program, provide the current program requirements using **strike-through** for deletions and **underlines** for additions.
2. 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.

<table>
<thead>
<tr>
<th>Revised* Program Text</th>
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<tbody>
<tr>
<td>(*Use <strong>strike-through</strong> for deletions and <strong>underlines</strong> for additions.)</td>
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</table>
**Part IV. Recording Data for New or Revised Course** (Record only new or revised course information.)

<table>
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<tr>
<th>Course prefix (3 letters)</th>
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<th>College/Division:</th>
<th>Dept. (4 letters)*</th>
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<td>BT _____ JS _____</td>
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<td>Other ___</td>
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</table>

Grading Information: Course is eligible for IP (in-progress grading) for: Check all applicable

Thesis
Internship
Independent Study
Practicum

**CoRequisites and Prerequisites**  **See definitions on following page**

**Co-Require(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 will not be awarded for both…; or formerly…)

Course Prefix and No.

Course Prefix and No.

Course Prefix and No.

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements (e.g. – 4B(3) X ).

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<tr>
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**NOTE:** Do not forward validation tables with curriculum form.
Eastern Kentucky University
Department of Counseling and Educational Psychology

COU 903: Advanced Issues in Clinical Mental Health Counseling and Counselor Education
(3 credit hours), CRN #: XXXXX

Semester Year

Professor: Carol A. Sommer, Ph.D., NCC, LPCC, ACS
Office: Combs 403
Phone: 859-622-1714 (office)
E-mail: Carol.Sommer@eku.edu (preferred mode of communication)
Office Hours: By appointment

CATALOGUE COURSE DESCRIPTION

COU 903 Advanced Issues in Clinical Mental Health Counseling and Counselor Education
– (3 hours) Prerequisite: Admission to the doctoral Program. Current topical issues related to advanced counseling practice and counselor education.

REQUIRED TEXTS(s):

This course will draw upon a collection of contemporary journal articles. The following articles are available through the EKU Library. Other articles will also be required for individual assignments. Additional readings may be assigned as determined by the professor.


STUDENT LEARNING OUTCOMES
This class is designed to meet the following CACREP 2016 Doctoral Program Standards:

CACREP Doctoral Standards
Section II
Doctoral Professional Identity
5. LEADERSHIP AND ADVOCACY

B. leadership and leadership development in professional organizations
C. leadership in counselor education programs
D. knowledge of accreditation standards and practices
E. leadership, management, and administration in counseling organizations and other institutions
F. leadership roles and strategies for responding to crisis and disasters
I. roles and processes of counselors and counselor educators advocating on behalf of the profession and professional identity
J. current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession

Curricular Activities: Assigned and supplemental readings; offering and listening to group presentations; short paper on roles and functions leaders in counseling organizations; short paper on roles and functions of counselor educators in the 21st century; short paper on role of CACREP standards; guest speakers; final paper of current topical issue in counselor education.

Assessment(s): Group presentations and class discussion; reflection on guest speaker(s); and papers.

EVALUATION METHODS:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in class discussions</td>
<td>10</td>
</tr>
<tr>
<td>Short Paper on Leadership Roles</td>
<td>15</td>
</tr>
<tr>
<td>Short Paper on Counselor Education &amp; Advocacy in 21st Century</td>
<td>15</td>
</tr>
<tr>
<td>Short Paper CACREP Standards and their Functions</td>
<td>15</td>
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<tr>
<td>Short Paper on Guest Speaker related to Crisis Intervention</td>
<td>15</td>
</tr>
<tr>
<td>Short Paper on Professional Counselor Identity and Advocacy</td>
<td>15</td>
</tr>
<tr>
<td>In class presentation on article on current topics in CE</td>
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</tr>
<tr>
<td>Total Points for Course</td>
<td>100</td>
</tr>
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</table>

Grading Scale: A 92-100, B 83-91, C 74-82
Student Progress:

You will be provided with written feedback on each assignment. Grades will be posted on Blackboard.

Liability Insurance Coverage:

PLEASE NOTE THAT STUDENTS ARE REQUIRED TO HAVE LIABILITY INSURANCE THROUGHOUT THE DOCTORAL PROGRAM. Such insurance is available through HPSO. You will need to provide proof of your liability coverage and keep your coverage up-to-date.

Attendance Policy:

This class is scheduled to meet for eight (8) sessions over the course of the semester. It is important for students to attend each class session and to actively participate in all discussions. You must be present during these activities to earn the participation points for that class. Missing a class could negatively impact a student’s grade for this course. In the event of an actual emergency/serious illness, an absence may be allowed with prior notification and communication between the student and the professor.

Last Day to Drop Course:

See www.colonelscompass.eku.edu for last day to drop a course.

Disability Statement:

If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the Office in the Student Services Building Room 361 by email at disserv@eku.edu or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in an alternative format.

Academic Integrity Statement:

Students are advised that EKU's Academic Integrity policy will be strictly enforced in this course. The Academic Integrity policy is available at www.academicintegrity.eku.edu. Questions regarding the policy may be directed to the Office of Academic Integrity.

Official E-mail:
An official EKU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via e-mail will be sent to this EKU e-mail address.

**Course Requirements:**

**Week 1:** leadership and leadership development in professional organizations

Assignment: Read Gibson et al. Short Paper on Leadership Roles

**Week 2:** leadership in counselor education programs

Assignment: Read Borders et al. Short Paper on Counselor Education in the 21st Century

**Week 3:** knowledge of accreditation standards and practices

Assignment: Read CACREP Standards Short Paper on CACREP Standards on their Functions

**Week 4:** leadership, management, and administration in counseling organizations and other institutions

Assignment: Guest speaker(s) from local organization(s) to address issues in management and administration. Prepare short reflection paper on speakers’ presentation for next week.

**Week 5:** leadership roles and strategies for responding to crisis and disasters

Assignment: Guest speakers from American Red Cross and Justice and Safety to address crisis and disaster. Prepare short reflection paper on speakers’ presentation for next week.

**Week 6:** roles and processes of counselors and counselor educators advocating on behalf of the profession and professional identity

Assignment: Read Moss et al. Short Paper on Professional Counselor Identity vs. Other Professions

**Week 7:** current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession

Assignment: Students are to choose a current article from *Journal of Counseling and Development* or *Counselor Education and Supervision* that addresses current topical or...
political issues affecting counselor educations and the counseling profession. Students will present an overview of their chosen article in class and be prepared to stimulate class discussion on the topic.

Week 8 – tying it all together

Assignment: Over the course of the semester, students have read and learned about issues related to counselor education and the profession of counseling. Students are to prepare an in-class presentation that reflects how their personal views on these topics have changed over the course of the semester and how they see their roles as future master counselors, supervisors, and counselor educators.
## Curriculum Change Form

(Present only one proposed curriculum change per form)

(Complete only the section(s) applicable.)

### Part I

<table>
<thead>
<tr>
<th>(Check one)</th>
<th>Department Name</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>Counseling and Educational Psychology</td>
<td>College of Education</td>
</tr>
</tbody>
</table>

| ___ | Course Revision (Parts II, IV) | *Course Prefix & Number |
| ___ | Hybrid Course (‘S,’ ‘W’) | Counselor Education and Supervision track in Educational Leadership and Policy Studies ED.D. |

| ___ | Program Suspension (Part III) | *Provide only the information relevant to the proposal. |
| ___ | Program Revision (Part III) | |

Proposal Approved by:  
Departmental Committee: 3/25/14  
College Curriculum Committee: 4/1/14  
Teacher Education Committee*: Faculty Senate**  
Graduate Council*: EFFECTIVE ACADEMIC TERM****  

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

**A. 1. Specific action requested:** (Example: Increase the number of credit hours for ABC 100 from 1 to 2.)

New course for Counselor Education and Supervision Track in existing COE Doctorate Program

**A. 2. Proposed Effective Academic Term:** (Example: Fall 2012)

Fall 2014

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

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### B. The justification for this action:

A feasibility plan for this track in the Ed.D. in the College of Education has been submitted and Dr. Lowe is interested in pursuing this program. The proposed new course will help to meet the CACREP Standards related to doctoral programs.

---

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

#### Personnel Impact:

Existing CEP faculty will cover new classes and students will take some currently existing courses in the Educational Leadership and Policy Studies doctorate taught by EDL faculty. A new faculty member is being hired for the fall of 2014.

#### Operating Expenses Impact:

This course will be included in currently established teaching loads. If needed a faculty member may teach on overload until the program is established.

#### Equipment/Physical Facility Needs:

Classrooms in Combs, such 413 and 409, will be used.

#### Library Resources:

The library already subscribes to the main professional journals relevant to the class including *The Journal of Counseling and Development* and *Counselor Education and Supervision*. The cost of the text should be minimal.
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 **strike-through** for deletions and **underlines** for additions.
3. For a dropped course, provide the current catalog text.

<table>
<thead>
<tr>
<th>New or Revised* Catalog Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>(*Use <strong>strike-through</strong> for deletions and <strong>underlines</strong> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)</td>
</tr>
<tr>
<td>COU 90 Advanced Issues in School Counseling and Counselor Education. Prerequisite: Admission to the doctoral program. Current topical issues related to advanced school counseling, leadership, and counselor education.</td>
</tr>
</tbody>
</table>

Part III. Recording Data for Revised or Suspended Program

1. For a revised program, provide the current program requirements using **strike-through** for deletions and **underlines** for additions.
2. 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.

<table>
<thead>
<tr>
<th>Revised* Program Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>(*Use <strong>strike-through</strong> for deletions and <strong>underlines</strong> for additions.)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Revised Program Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>(*Use <strong>strike-through</strong> for deletions and <strong>underlines</strong> for additions.)</td>
</tr>
</tbody>
</table>
Part IV. Recording Data for New or Revised Course (Record only new or changed course information.)

<table>
<thead>
<tr>
<th>Course prefix (3 letters)</th>
<th>Course Number (3 Digits)</th>
<th>Effective Academic Term (Example: Fall 2012)</th>
<th>College/Division:</th>
<th>Dept. (4 letters)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>COU</td>
<td>904</td>
<td>Fall 2014</td>
<td>AS</td>
<td>CEPY</td>
</tr>
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<td>BT</td>
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<td>ED X</td>
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</tbody>
</table>

- Credit Hrs.:
- Weekly Contact Hrs.:
- Repeatable Maximum No. of Hrs.:
- Cip Code (first two digits only) 13

<table>
<thead>
<tr>
<th>Schedule Type* (List all applicable)</th>
<th>Work Load (for each schedule type)</th>
<th>Grading Mode*</th>
<th>Class Restriction, if any: (undergraduate only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>37 ½</td>
<td>Normal</td>
<td>FR                JR</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SO                SR</td>
</tr>
</tbody>
</table>

- Grading Information: Course is eligible for IP (in-progress grading) for: Check all applicable
  - Thesis
  - Internship
  - Independent Study
  - Practicum

CoRequisites and Prerequisites **See definitions on following page**

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

<table>
<thead>
<tr>
<th>Course Prefix and No.</th>
<th>Admission to the doctoral program.</th>
</tr>
</thead>
</table>

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−.)

<table>
<thead>
<tr>
<th>Course Prefix and No.</th>
<th>Admission to the doctoral program.</th>
</tr>
</thead>
</table>

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−.)

<table>
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<tr>
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</table>

Test Scores

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

Equivalent Course(s): (credit will not be awarded for both…; or formerly…)

<table>
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<tr>
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</tr>
</thead>
</table>

Proposed General Education Element: Please mark (X) in the appropriate Element or Elements (e.g. – 4B(3) X ).

<table>
<thead>
<tr>
<th>Element 1 (9)</th>
<th>Element 2 (3)</th>
<th>Element 3 (6)</th>
<th>Element 4 (6)</th>
<th>Element 5 (6)</th>
<th>Element 6 (6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A (3)</td>
<td>2 (3)</td>
<td>3A (3)</td>
<td>4A (3)</td>
<td>5A (3)</td>
<td>6 (6)</td>
</tr>
<tr>
<td>1B (3)</td>
<td></td>
<td>3B (3)</td>
<td>4B (3)</td>
<td></td>
<td>5B (3)</td>
</tr>
<tr>
<td>1C (3)</td>
<td></td>
<td>or 3A/B</td>
<td>or 4A/B</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Integrated A&H (6)

or Integrated Sciences (6)

NOTE: Do not forward validation tables with curriculum form.
Eastern Kentucky University
Department of Counseling and Educational Psychology
COU 904: Advanced Issues in School Counseling and Counselor Education

(3 credit hours), CRN #: XXXXX
Semester Year

Professor: M. Stockburger, Ed.D., LPCC
Office: 212 Combs
Phone: 859-622-1134 (office)
E-mail: muriel.stockburger@eku.edu
Office Hours: By appointment

CATALOGUE COURSE DESCRIPTION

COU 904 Advanced Issues in School Counseling. Prerequisites: Admission to the doctoral program. Current topical issues related to advanced school counseling, school leadership, and counselor education. (3 credit hours)

This is a Counseling leadership course in which students will work toward developing leadership skills in the following areas: professional organization, Counselor Education programs, knowledge of accreditation standards and practices, leadership, management, and administration in counseling organizations and other institutions, roles and processes of counselors and counselor educators advocating on behalf of the profession and professional identity, and become knowledgeable of current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession

Required Texts(s):

The ASCA National Model: A Framework for the School Counseling Program
Working with your Administrator
School Counselors as Educational Leaders
When Grief Visits School
Other assigned readings

Recommended Text:


Should you choose not to purchase this text, you must frequently use www.apastyle.org. This site contains quick reference guidelines related to issues of formatting especially regarding citations,
STUDENT LEARNING OBJECTIVES (based on CACREP Standards)

Student Learning Outcomes:

Upon completion of this course, the student will be able to:

1. analyze leadership and leadership development in professional organizations;
2. demonstrate leadership in counselor education programs
3. demonstrate knowledge of accreditation standards and practices;
4. Compare and contrast leadership, management, and administration in counseling organizations and other institutions;
5. synthesize roles and processes of counselors and counselor educators advocating on behalf of the profession and professional identity;
6. examine current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession

CACREP Standards
Section II
Doctoral Professional Identity
5. LEADERSHIP AND ADVOCACY

B. leadership and leadership development in professional organizations
Curricular Activity: Read text School Counselors as Educational Leaders. Attend Leadership Training online, or in person in one counseling organization and interview one officer in a professional organization.
Assessment: Test over text. Submit certificate from training. Complete a summary of the interview with reflection, date, signature of person interviewed. Focus of the interview is on leadership and positive qualities of leadership.

C. leadership in counselor education programs
Curricular Activity: Choose one activity from the list below:
1. Assist with graduation or other activity in the Counseling and Educational Psychology Department which may include professional speaking, planning, organization, or publicity or other tasks showing leadership.
2. Work with faculty to develop an individual leadership plan.
Assessment: Reflection paper to include summary of activity and knowledge gained.

D. knowledge of accreditation standards and practices
Curricular Activity: Review CACREP guidelines and standards past, present, and future and assist faculty in CACREP review process.
Assessment: Presentation on CACREP with a written paper indicating reflection and summary of learning to include dates, time log, contributions, and knowledge gained regarding CACREP standards and practices.
E. Leadership, management, and administration in counseling organizations and other institutions
Curricular Activity:
Read *Working with Your Administrator*
Gather information of leadership models, management techniques and recommendations for administering programs from state website and professional organizations such as ASCA.
Assessment: Write an essay on leadership making at least ten significant points for discussion.

F. Leadership roles and strategies for responding to crisis and disasters
Curricular Activity:
Read *When Grief Visits School.*
Research ACA, and ASCA recommendations regarding the counselor’s role in responding to crisis and disasters.
Obtain a copy of one school district’s Crisis Plan and compare and contrast the professional recommendations regarding the role and strategies for the school counselor with the school district’s plan.
Assessment: Submit the written comparison with recommended strategies for the school district.

I. Roles and processes of counselors and counselor educators advocating on behalf of the profession and professional identity
Curricular Activity:
Research current advocacy efforts from ASCA and other sources and compile a report with sections entitled: roles, processes, organizations, leaders, synthesize this information and make recommendations for the roles and processes for advocacy for counselors and counselor identity.
Assessment: Written report.

J. Current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession.
Curricular Activity: Explore ASCA websites regarding current topics and political issues. Identify pathways to advocate. Gather research data from one school district regarding the daily activities of counselors.
Assessment: Compile this information into a summary report. Identify ten significant current topics or issues and discuss in your report how these issues or topics impact the counselors at this district.

**Evaluation Methods:**
1. Test over Text, certificate of training and interview 30%
2. Reflection paper (see C) 10%
3. Essay with ten significant points (see E) 10%
4. Presentation and Paper (see D) 20%
5. Written comparisons and recommended strategies for the school district (see F) 10%
6. Summary report with ten significant current topics or issues (see J) 10%
7. Written report (see I) 10%

Grading Scale:
90-100 = A
80-89 = B
70-79 = C
60-69 = D

Student Progress:
Students will be provided with written feedback on each assignment.

Attendance Policy:
Attendance is required. Please notify instructor prior to missing class. Being late to class and missing class may negatively impact your grade.

Last Day to Drop Course:
See EKU academic calendar by clicking calendars on the EKU website at www.eku.edu.

Disability Statement:
If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the Office in the Student Services Building Room 361 by email at disserv@eku.edu or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in an alternative format.

Academic Integrity Statement:
Students are advised that EKU’s Academic Integrity policy will be strictly enforced in this course. The Academic Integrity policy is available at www.academicintegrity.eku.edu. Questions regarding the policy may be directed to the Office of Academic Integrity.

Official E-mail:
An official EKU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via e-mail will be sent to this EKU e-mail address.

Liability Insurance Coverage:

PLEASE NOTE THAT STUDENTS ARE REQUIRED TO HAVE LIABILITY INSURANCE THROUGHOUT THE DOCOTRAL PROGRAM. Such insurance is available through HPSO. You will need to provide proof of your liability coverage and keep your coverage up-to-date.

Course Requirements:
1. Complete assigned readings.
2. Research and written reports.
3. Tests over texts, certificate of training, and interview
4. Reflection paper (see C)
5. Essay with ten significant points (see E)
6. Presentation and paper (see D)
7. Written comparison with recommended strategies for the school district (see F)
8. Summary report with ten significant current topics or issues (see J)
9. Written report (see I)

**Course outline:**

August 18, 2014
Introduction to class
Section B work due

September 15, 2014
Section C work due

September 29, 2014
Section D work due

October 13, 2014
Section E work due

October 27, 2014
Section F work due

November 10, 2014
Section I work due

November 24, 2014
Section J work due

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**College of Education Professional Education Program Model:**

**EKU Professional Education Model:**
Effective Educators as Effective People

**EKU Professional Education Slogan:**
To teach, to learn, to help others teach and learn.