

 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department Counselor Education College Education		
Current Course Prefix and Number MHS 7611		Current Course Title Advanced Instruction and Supervision	
<i>Syllabus must be attached for ANY changes to current course details. See Guidelines. Please consult and list departments that may be affected by the changes; attach documentation.</i>			
Change title to: Advanced Instruction in Counselor Education Change prefix From: To: Change course number From: To: Change credits* From: 3 To: 3 Change grading From: To:		Change description to: The course is a beginning field experience designed to meet CACREP requirements for advanced training and experience in teaching. Change prerequisites/minimum grades to: Change corequisites to: Change registration controls to: Permission from instructor Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.	
Effective Date (TERM & YEAR) Fall 2018		Terminate course List final active term	
Faculty Contact/Email/Phone			
Approved by Department Chair <u>Pat R. Palmer</u> College Curriculum Chair <u>Pat R. Palmer</u> College Dean <u>Valerie J. Buxton</u> UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____		Date <u>2/21/18</u> <u>3/14/18</u> <u>3/14/18</u> _____ _____ _____ _____	

Email this form and syllabus to UGPC@fau.edu one week before the UGPC meeting.

FAUchangecourseGR, created Summer 2017

GRADUATE COLLEGE

MAR 14 2018

Received

DEPARTMENT OF COUNSELOR EDUCATION
COLLEGE OF EDUCATION
FLORIDA ATLANTIC UNIVERSITY

MHS 7611
ADVANCED INSTRUCTION IN COUNSELOR EDUCATION

Fall Year

Associate Professor:

Office:

Phone:

Office Hours:

E-mail:

Class/Location

CATALOG DESCRIPTION

The course is a beginning field experience designed to meet CACREP requirements for advanced training and experience in teaching.

Prerequisites: *Permission of Instructor*

COURSE DESCRIPTION

The course is a beginning field experience designed to meet CACREP requirements for advanced training and experience in teaching. The course requirements are designed in consultation with the student's advisor and/or *Program of Studies Committee*. It aims to increase awareness of, and skills in, teaching, including contextual issues of teaching and supervisee/student developmental processes. It requires students to develop a theoretically and research-based personal model of teaching.

Prerequisites: *Permission of Instructor*

REQUIRED READINGS & MATERIALS

Required Texts:

Bain, K. (2004). *What the best college teachers do*. Boston: Harvard University Press.

Barrio Minton, C. A., Gibson, D. M., & Wachter Morris, C. A. (2016). *Evaluating student learning outcomes in counselor education*. Alexandria, VA: American Counseling Association.

Supplemental readings as assigned

REQUIRED RESOURCES: LiveText

Students in this course are required by the College of Education to have an active LiveText account to track mastery of programs skills, competencies and critical assignments and to meet program and college accreditation requirements. Students must have an account within: the first four (4) weeks of the fall or spring semester, within the first three (3) weeks of summer session, or after the first class of a fast track course. Students who do not have an active LiveText account may have an academic hold placed on their record. Information regarding account activation is provided on the College of Education website, <http://coe.fau.edu/livetext>.

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES

CACREP Doctoral Standards (2016)

- B. 2. g. modalities of clinical supervision and the use of technology
- B. 3. a. roles and responsibilities related to educating counselors
- B. 3. b. pedagogy and teaching methods relevant to counselor education
- B. 3. c. models of adult development and learning
- B. 3. d. instructional and curriculum design, delivery, and evaluation methods relevant to counselor education
- B. 3. e. effective approaches for online instruction
- B. 3. f. screening, remediation, and gatekeeping functions relevant to teaching
- B. 3. g. assessment of learning
- B. 3. h. ethical and culturally relevant strategies used in counselor preparation

Revised for Fall 2018

GRADUATE COLLEGE

MAR 14 2018

Received

B. 5. d. knowledge of accreditation standards and processes

CONCEPTUAL FRAMEWORK

As a reflective decision-maker, the student will demonstrate the ability to make informed decisions regarding the major roles, responsibilities, and activities of counselor educators. Students will exhibit ethical behavior in providing equal and fair access to traditional and e-learning instructional opportunities. Students will provide evidence of being capable professionals through the implementation of instruction and supervision activities and evaluation of student learning outcomes.

COURSE OBJECTIVES

Upon completion of the course students will be able to:

1. Evaluate and apply instructional theory and methods relevant to counselor education.
2. Select pedagogical strategies that support multicultural issues and competencies, including social change theory and advocacy action planning.
3. Identify relevant ethical and legal considerations in counselor education (e.g. ACA Code of Ethics, other relevant codes of ethics, standards of practice)
4. Demonstrate understanding of the major roles, responsibilities, and activities of counselor educators; knows instructional theory and methods relevant to counselor education; and understands ethical, legal, and multicultural issues associated with counselor preparation.
5. Develop and demonstrate a personal philosophy of teaching and learning.
6. Demonstrate the ability to design a counselor education course, including description of course objectives, plans for course delivery, evaluation methods, and syllabus construction.
7. Demonstrate the ability to assess the needs of counselors in training and develop techniques to help students develop into competent counselors.

COURSE REQUIREMENTS

1. Attend class and actively participate in on campus and e-learning activities.
2. Complete assigned readings, assignments, and experience.
3. Submit a personal philosophy of teaching statement.
4. Submit three reflection papers based on articles from the last five years from the Counselor Education journal.
5. Submit a summary paper on student observations of three instructional class meetings led by full-time faculty members.
6. Complete an e-learning group project.

Assignment	CACREP Standards	Points
Participation in class and in e-learning activities		10
Teaching Philosophy Statement	6. B. 3. a	20
Reflection Papers	6. B. 3. f., h	20
Observations of Classes and Summary	6. B. 3. a., b, c	30
e-Learning Group Project	6. B. 3. e, g, d, B. 5., d	50
	TOTAL	100

GRADING SCALE

Scores are cumulative and the grade scale represents percentage of total points earned.

A = 200 – 189	B+ = 178 – 173	C+ = 158 – 153	D+ = 138 – 131	F = 119 – 0
A - = 188 – 179	B = 172 – 167	C = 152 – 147	D = 130 – 127	
	B- = 166 – 159	C- = 146 – 139	D- = 126 – 120	

Note: Students must maintain a GPA of at least 3.0. An accumulation of two grades of “B-” or two consecutive semesters in which the student does not maintain a 3.0 GPA will result in termination of the student’s enrollment in the doctoral program. All courses in which a student obtained a “B-“ grade must be repeated as early as the schedule of courses permits.

ASSIGNMENT 1: Curriculum Vita and Philosophy of Teaching

Description: Develop a Curriculum Vita and a personal Philosophy of Teaching CV drafts due on the 2nd night of class; final due on the final night. The Philosophy of Teaching is due on **ENTER DATE**.

Procedures: 1. Create a personal curriculum vita based on examples and discussions on Canvas. Identify areas of strength and challenges in your journal towards becoming a well-rounded counselor educator. Participate in online discussions and idea sharing with classmates. Integrate readings and research throughout. Cite appropriately and as needed.

Procedures: 2. Each student will draft a personal Philosophy of Teaching based on readings, assignments, research and experiences with teaching. The philosophy of teaching will include a discussion of your professional identify as a counselor educator as well as a brief evaluation instructional theory and methods in counselor education. You will summarize your theoretical foundation for instruction, goals for student learning, method of enactment of these goals, and assessment process. Finally, you will describe the application of the ACA Code of Ethics to common issues associated with counselor education and explain how you will support multicultural competence using pedagogical strategies.

ASSIGNMENT 2: Reflection Papers

Description: Students will prepare three (3) concise 1-2 page reflection papers on an article from the last 5 years of Counselor Education and Supervision. The topics will be related to ethics in counselor preparation (1 reflection), remediation and gatekeeping in teaching (1 reflection), and one will be related to multicultural issues in supervision.

Procedures: Students will prepare a reflection paper that will discuss the purpose of the article and discuss how the article information or findings support and/or conflict with your own personal philosophy of teaching and learning. Additionally, based on the topic of the article, the student will summarize any salient instruction theory or methods used and/or identify relevant ethical and legal considerations and/or describe strategies recommended for meeting the needs of diverse/multicultural groups. Implications for the students' future growth in counselor education will be given.

Evaluation: Students will earn up to 30 points for the completion of the reflection papers. **The student will submit assignment #1 on ENTER DATE and #2 on ENTER DATE**

ASSIGNMENT 3: Observations and Summary

Description: Students observe 3 instruction class meetings (track specific) led by a full time faculty member and prepare a summary regarding experiences and knowledge gained.

Procedure: Arrange some time to meet with the faculty member(s) you will be observing regarding the following topics: (1) What is their philosophy/style of instruction; (2) How did it develop? (3) What and who were their models? (4) Discuss particulars of their course and class meeting you are/have observed. (5) Write a 1-2 page summary paper synthesizing the above information and (a) discuss any observations that you have regarding the class including any multicultural or ethical issues and noteworthy teaching techniques or skills and (b) discuss what you might be inclined to use/incorporate into your own style.

Evaluation: Students will earn up to 30 points for the completion of the observations and summary. **The student will submit assignment no later than 11:00 pm on ENTER DATE**

ASSIGNMENT 5: e-Learning Counselor Education Course Design Group Project

Description: In order to become familiar with the creation and delivery of a e-learning course in the counseling field, students will prepare an e-learning course module for a counselor education course. This is a fundamental course taken by all students in the Department of Counselor Education; therefore, content, assignments, resources and experiential learning activities and outcomes for all program tracks should be a consideration in course creation.

Procedures: Students will:

1. As a group, design relevant elements for this successful course: syllabus, curriculum map, course objectives, assignment descriptions, and a list of relevant references and resources.
2. Individually, select and submit a module topic to design by **ENTER DATE**. You can choose from the following list or request permission for your idea: Acculturation, identity development & Social Justice; Theories and

models of multicultural counseling; Effects of power and privilege for counselors and clients; Multicultural counseling competencies; Impact of spiritual beliefs on clients' and counselors' worldviews.

3. Contact relevant faculty for suggestions, resources, for recommendations for teaching this course in an online format.
4. Become familiar with Canvas (through a Sandbox).
5. Use the Canvas platform to design your module and create a classroom environment in which to present material, hold discussions and evaluate the course content for the module (students will be introduced to this website/program during this course).
6. Be prepared to present your module the final night of class, Monday, November
7. Discuss the challenges and advantages in offering an e-learning course.

Evaluation: Students will earn up to 50 points for the completion and presentation of the e-learning course design. **The student will present the assignment in class on ENTER DATE**

ATTENDANCE

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-sponsored activities (such as athletic or scholastic team, musical and theatrical performances, and debate activities). It is the student's responsibility to give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Because university-based professional programs are charged with the responsibility of preparing students for certification and/or licensure, attendance policies and other course requirements tend to be considerably more demanding than academic, non-professional programs. Accordingly, Counselor Education students are expected to attend every class meeting. Please notify the University Professor/Instructor if you must miss a session. More than two absences may result in an incomplete or lower grade in the course. Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional, ethical, conduct in class.

RELIGIOUS ACCOMMODATION

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance and the scheduling of examinations and work assignments. Students who wish to be excused from course work, class activities or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

INFORMATION FOR STUDENTS WITH DISABILITIES

In compliance with the Americans with Disabilities Act Amendment Act 2008 (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with the Student Accessibility Services (SAS)—in Boca Raton, SU 133 (561-297-3880); in Davie, LA 131 (954-236-1222); or in Jupiter, SR 111 (561-799-8585)—and follow all SAS procedures. The purpose of this office "is to provide reasonable accommodations to students with disabilities." Students who require assistance should notify the professor immediately by **submitting a letter from the Disabilities Office to your instructor** requesting your need of specific assistance. Without such letter, the instructor is not obligated to make any accommodations for students.

UNIVERSITY HONOR CODE

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. The FAU Honor Code requires a faculty member, student, or staff member to notify an instructor when there is reason to believe an academic irregularity is occurring in a course. The instructor must pursue any reasonable allegation, taking action where appropriate. The following constitutes academic irregularities:

- (a) The use of notes, books or assistance from or to other students while taking an examination or working on other assignments unless specifically authorized by the instructor are defined as acts of cheating.
- (b) The presentation of words or ideas from any other source as one's own are an act defined as plagiarism.
- (c) Other activities that interfere with the educational mission of the university.

For full details of the FAU Honor Code, see University Regulation 4.001 at http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf.

ACADEMIC INTEGRITY STATEMENT

Because of its gate keeping function in training counselors for professional certification and licensure, the faculty of the Department of Counselor Education expects all of its graduate students to demonstrate the highest level of integrity in their personal and professional lives. Like faculty, students are expected to abide by the Ethics Code of the American Counseling Association and to know and observe both the Department's and the University's policies regarding plagiarism, cheating, and other academic irregularities. In addition, any special requirements or permission regarding academic integrity in any course will be stated in the course syllabus and are binding. Failure to abide by these indicators of academic integrity will result in sanctions. In addition, students are expected to report cases of academic dishonesty to the instructor. The Counselor Education student handbook (pages 44 – 47) available at www.coe.fau.edu/counsel/MED_Handbook_Final2009.pdf includes specific policies regarding the Academic Integrity Statement, Policy on Plagiarism, Cheating, and Other Academic Irregularities. Students are encouraged to read and adhere to the outlined policies.

METHODS OF INSTRUCTION

The course is taught with the assistance of Canvas and a combination of lecture, PowerPoint presentations, use of Internet, and student presentations, and resource reviews.

DISTANCE LEARNING REQUIREMENTS

1. Students will access Canvas for course PowerPoint presentations, materials, discussion forums, syllabus, grading book, and/or exams.
2. Students are encouraged to use a broadband (cable or DSL) connection.
3. Students may use Windows or Mac operating systems.
4. Students may use Internet Explorer, Firefox, and/or Safari browsers.
5. Student assignments must be completed using the Microsoft Office suite (Word, PowerPoint, Excel etc.) for Windows or Mac.
6. Student assignments should be **emailed** to the instructor on the **scheduled due date** (see course content and outline).
7. Unless otherwise noted, all written assignments should follow APA style, including but not limited to: Title page, page numbers, running head, reference page, 12 pt. font, 1 in. margins, etc.
8. Students are expected to adhere to all department, college, and university policies of Academic Integrity. This includes but is not limited to:
 - a. Cheating
 - b. Plagiarism
 - c. Misrepresenting information or failing to give proper credit for citations used
 - d. Participating or facilitating acts of academic dishonesty by others
 - e. Unauthorized prior possession or sharing of examinations
 - f. Submitting the work or tampering with the work of another person
9. Students will receive feedback on assignments from the instructor **via email**. Comments, suggestions, recommendations are provided in pdf format. If necessary, students can download the free Adobe Reader from <http://www.adobe.com/products/acrobat/readstep2.html>

10. Students should contact the instructor if they experience technical difficulty accessing course materials and activities on Canvas.
11. In order to minimize technological issues, prior to taking this course, students should be able to send and receive email, send attachments with emails, be familiar with Canvas, navigating and conducting research on the World Wide Web.

COURSE CONTENT & OUTLINE

The content and activities for each session/module are described below. Each module covers a two week period.

DATE	SESSION	CONTENT	ACTIVITIES AND ASSIGNMENTS
Module 1	DATE	Introductions & Purpose Course Overview Counselor Preparation ACES Curriculum Standards and Objectives	Assigned reading
	DATE	How learning works-models & theories; cognitive learning styles Thinking backwards- SLO "How tos" of course creation –curriculum mapping Bloom's taxonomy	Theory review (bring to class) Canvas discussion (after class) Assigned readings
Module 2	DATE	Assessment & rubrics Course content??? Legal & Ethical Issues Multicultural learning environments	CV drafts due Canvas discussion Reflection Paper #1 due Assigned readings
	DATE	Advocacy and social justice in the classroom e-learning, virtual classrooms and experiences e-learning and counselor education curriculum	Assigned readings
	DATE	What the Best Teachers Do? Expert performance	Bain Discussion Reflection Papers Assigned readings Philosophies of Teaching
Module 3	DATE	Developing a professional identity	Assigned readings Canvas discussion
	DATE	Legal and ethical issues in teaching	Canvas discussion Observations of Classes due
	DATE	e-learning Projects	e-learning projects due

REFERENCES

Bain, K. (2004). *What the best college teachers do*. Cambridge, MA: Harvard University Press.

Barkley, E. F. (2010). *Student engagement techniques: A handbook for college faculty*. San Francisco, CA: John Wiley & Sons, Inc.

Revised for Fall 2018

- Barkley, E. F., Cross, K. P., & Major, C. H. (2005). *Collaborative learning techniques: A handbook for college faculty*. San Francisco, CA: John Wiley & Sons, Inc.
- Biech, E. (2005). *Training for dummies*. Hoboken, NJ: Wiley Publishing, Inc.
- Borders, L. D., & Brown, L. L. (2005). *The new handbook of counseling supervision*. Mahwah, NJ: Lawrence Erlbaum Associates
- Bowman, S. L. (2005). *The ten-minute trainer: 150 ways to teach it quick & make it stick!* San Francisco, CA: John Wiley & Sons, Inc.
- Campbell, J. M. (2000). *Becoming an effective supervisor: A workbook for counselors and psychotherapists*. New York, NY: Taylor & Frances Group
- Clark, R. C., & Mayer, R. E., (2008). *E-learning and the science of instruction: Proven guidelines for consumers and designers of multimedia learning, 2nd*. San Francisco, CA: John Wiley & Sons, Inc.
- Erford, B. T. (2009). *The ACA encyclopedia of counseling*. Alexandria, VA: American Counseling Association.
- Falender, C. A., & Shafranske, E. P. (2004). *Clinical supervision: A competency-based approach*. Washington, DC: American Psychological Association.
- Fink, L. D. (2003). *Creating significant learning experiences: An integrated approach to designing college courses*. San Francisco, CA: John Wiley & Sons, Inc.
- Henderson, P. (2009). *Supervisor training: Issues and approaches*. London, UK: Karnac Books Ltd.
- McAuliffe, G., & Eriksen, K. (2002). *Teaching strategies for constructivist and developmental counselor education*. Westport, CT: Greenwood Publishing Group, Inc.
- McAuliffe, G., & Eriksen, K. (2011). *Handbook of counselor preparation: Constructivist, developmental, and experiential approaches*. Thousand Oaks, CA: Sage Publications, Inc.
- Stolovitch, H. D., & Keeps, E. (2002). *Telling ain't training*. Alexandria, VA: ASTD Press.

BIBLIOGRAPHY

- Akos, P., & Scarsborough, J. L. (2004). An examination of the clinical preparation of school counselors. *Counselor Education & Supervision, 44*, 96 – 107.
- Auxier, C. R., Hughes, F. R., & Kline, W. B. (2003). Identity development in counselors-in-training. *Counselor Education & Supervision, 43*, 25 – 38.
- Bernard, R., Abrami, P., Lou, Y., Borokhovski, E., Wade, A., Wozney, L., Walset, P., Fiset, M., & Huang, B. (2004). How does distance education compare with classroom instruction? A meta-analysis of the empirical literature. *Review of Educational Research, 74* (3), 379 – 439.
- Calley, N. G., & Hawley, L. D. (2008). The professional identity of counselor educators. *The Clinical Supervisor, 27*, 3 – 16. doi: 10.1080/07325220802221454
- Daniels, J. A., & Larson, L. M. (2001). The impact of performance feedback on counseling self-efficacy and counselor anxiety. *Counselor Education & Supervision, 41*, 120 – 130.
- Dollarhide, C. T., & Miller, G. M. (2006). Supervision for preparation and practice of school counselors: Pathways to excellence. *Counselor Education & Supervision, 45*, 242 – 252.
- Fong, M. L. (1998). Considerations of a counseling pedagogy. *Counselor Education & Supervision, 38*,
- Granello, D. H., & Hazler, R. J. (1998). A developmental rationale for curriculum order and teaching styles in counselor education programs. *Counselor Education & Supervision, 38*,
- Hart, G. M., & Nance, D. (2003). Styles of counselor supervision as perceived by supervisors and supervisees. *Counselor Education & Supervision, 43*, 146 – 158.
- Hill, N. (2004). The challenges experienced by pretenured faculty members in counselor education: A wellness perspective. *Counselor Education & Supervision, 44*, 135 – 146.
- Koch, G., & Dollarhide, C. T., (2000). Using popular film in counselor education: Good will hunting as a teaching tool.
- Revised for Fall 2018

- Counselor Education & Supervision*, 39, 203 – 210.
- Lawson, G., Hein, S. F., & Getz, H. (2009). A model for using triad supervision in counselor preparation programs. *Counselor Education & Supervision*, 48, 257 – 270.
- Leinbaugh, T., Hazler, R. J., Bradley, C., & Hill, N. R. (2003). Factors influencing counselor educators' subjective sense of well-being. *Counselor Education & Supervision*, 43, 52 – 64.
- Nelson, M. L., & Neufeldt, S. A. (1998). The pedagogy of counseling: A critical examination. *Counselor Education & Supervision*, 38,
- Orr, J. J., Hall, S. F., & Hulse-Killacky, D. (2008). A model for collaborative teaching teams in counselor education. *Counselor Education & Supervision*, 47, 146 – 163.
- Scarborough, J. L., Bernard, J. M., & Morse, R. E. (2006). Boundary considerations between doctoral students and master's students. *Counselor Education & Supervision*, 51, 53 – 65.
- Smith, S. D., Ng, K.-M., Brinson, J., & Mityagin, E. (2008). Multiculturalism, diversity, and advocacy: A 17-year content analysis of counselor education and supervision. *Counselor Education & Supervision*, 47, 249 – 263.

RE: Counselor Ed Course Changes

Michael Brady

Mon 2/26/2018 1:59 PM

To: Paul Peluso <ppeluso@fau.edu>;

I've reviewed the syllabus and the Course Change form for MHS 7611 (*Advanced Instruction*), and the New Course Form and syllabus for *Advanced Supervision*. The courses do not overlap significantly or conflict with the courses or curriculum in the ESE Department. Good luck with them!

Michael P. Brady, PhD
Professor & Chair
Department of Exceptional Student Education
Florida Atlantic University
[777 Glades Road](#)
[Boca Raton, FL 33431](#)
(561) 297-3281
mbrady@fau.edu

From: Paul Peluso
Sent: Wednesday, February 21, 2018 1:32 PM
To: Robert Shockley <SHOCKLEY@fau.edu>; Barbara Ridener <BRIDENER@fau.edu>; Michael Whitehurst <whitehur@fau.edu>; Michael Brady <mbrady@fau.edu>; Dilys Schoorman <dschoorm@fau.edu>; Deena Wener <wener@fau.edu>
Cc: Mikaela Kursell <MKURSELL@fau.edu>
Subject: Counselor Ed Course Changes

Colleagues,

We have 2 courses going before the curriculum committee from our doctoral program. Basically we are taking a course originally called: Advanced Supervision and Instruction and breaking them up into 2 courses. You guessed it: Advanced Supervision in Counselor Education and Advanced Instruction in Counselor Education. Please let me know if there is any conflict with your department. Knowing how busy everyone is, if I do not hear from you in 2 weeks, I will assume that there is no conflict.

Many thanks,

-Paul

Paul R. Peluso, Ph.D., LMHC, LMFT
Professor and Chair

Past-President, International Association of Marriage and Family Counselors (IAMFC)

Immediate Past-Editor, Measurement and Evaluation in Counseling and Development

3/14/2018

Mail - ppeiuso@fau.edu

Department of Counselor Education
Florida Atlantic University
777 Glades Rd.
Bldg 47, Rm 270
Boca Raton, FL 33431-0991
(561) 297-3625 (Office)
(561) 297-3602 (Dept.)
(561) 297-2309 (Fax)