

Ph. D. Meeting Minutes

March 11, 2009

Attended: Drs. Johnson, Brigman, Sperry, Nicoll (via telephone), Webb, Villares (via telephone), Frain, Peluso (presiding & recording)& Ms. Schoen

Meeting called to order at 10:14am

- Minutes for 2/ 4/09 meeting were approved (Brigman moved, Frain seconded).
- Dr. Peluso presented a proposed policy on Student Teaching (see attached). Faculty were asked for feedback and to be prepared to vote on policy at the next meeting.
- Dr. Peluso presented a proposed policy on Graduate Assistantship (see attached). Faculty were asked for feedback and to be prepared to vote on policy at the next meeting.
- Dr. Peluso presented a proposed policy on Course Sequence (see attached). The most significant change is the placing of Advanced Statistics and Advanced Research in Year 2. This was based on repeated feedback from students. It will also allow for MHS 7714 and MHS 7730 to be the introductory courses in research for our doctoral students. In addition, the discussion of a 1 credit seminar course was discussed that would provide incentive for students to attend Friday doctoral meetings. This would be in line with other programs in the area.
- Dr. Peluso discussed the Current Admission cycle and presented the applicants to the faculty. There were seven completed applications. It was decided that the following applicants would be invited to participate in the all-day interviews on April 17, 2009:

Autumn Quiles
Deena Karch
Rafaela Peter
Jaquiline Wirth
Julianne Agones
Mindy Nguyen

Dr. Peluso also asked the faculty to consider the possible number of admissions given the current workload and ongoing fiscal concerns at the university. He stated that the history of the previous four classes of doctoral students could serve as a guide for factors such as the cohesion of the cohort group (less than 4 has not lead to a cohesive group). It was also agreed that taking on the maximum number of students (6) was probably not feasible, and that a final decision should be made after the interviews.

- Barbara Schoen presented the results of her comprehensive research into the admissions timelines of other universities in the area. It was clear that the current timeline was out of synch with the majority of programs, and that FAU was probably losing out on qualified students. A discussion of future timelines for doctoral program admissions ensued. The following timeline was presented:
 - January 15- Deadline for all application material.
 - February 15- Applicants will be interviewed
 - March 1- Decisions made, applicants informed

Dr. Sperry made a motion to accept this timeline and Dr. Webb seconded, motion passed unanimously. It was agreed that the website would be updated, and that the brochures would be adjusted to reflect this new timeline.

- Dr. Peluso discussed the (re-)formation of task committees. In terms of the structure of the committee, it was suggested that the committees consist of faculty and doctoral students as a way to increase doctoral student ownership in the development and maintenance of the program. The committees are:
 - Research in Curriculum Committee- How to get more experience in research and data management in the doctoral students' programs (*Drs. Nicoll and Webb agreed to participate in this committee*).
 - Handbook Revision and Policies Committee- Adding new Policies and making suggestions for additional policies (*Drs. Johnson, Sperry, and Villares agreed to participate in this committee*).
 - Outcome Evaluation Committee- Oversee and synthesize outcome data for program improvement. *It was suggested that students not participate in this committee, since individual responses to outcome measures could not be easily stripped away from the data. (Drs. Frain and Peluso agreed to participate in this committee).*
 - Recruitment and Admissions Committee- Devise and propose recruitment strategies to the faculty and oversee Admissions procedures. (*Drs. Brigman, Villares and Ms. Schoen agreed to participate in this committee*).
- Meeting was adjourned at 12:00 pm. Next Meeting is scheduled for April 22, 2009 at 10:00 am.

PhD Program in Counseling--Three Year Course Plan

2009-2012

Year 1-- Fall 7222 Appraisal Child Families 7429 Multicultural, Spiritual, Prof Issues in Counseling 7611 <u>Advanced Superv & Instr*</u>	Spring 7942 <u>Adv Practicum CE*</u> 7714 Outcome Assessmnt Eval 7606 Consultation and Leadership in Counseling	Summer 7730 <u>Advanced Research in Counseling*</u> Elective
Year 2-- Fall STA 7114 Advanced Statistics 7945 <u>Doctoral Internship*</u> Elective	Spring ED7482 Advanced Educational Research 7402 Adv CT: Brief Therapies 7945 <u>Doctoral Internship*</u>	Summer 7978 <u>Dissertation Seminar*</u> Elective
Year 3-- Fall 7980 Dissertation (6)	Spring 7980 Dissertation (6)	

Key:

- \$ the underlined course each term will include involve a research group or professional activity in which the student develops a contract w/ instructor *and* advisor-research group
- \$ the starred* courses represented those in which there is an instructor of record (which can rotate) although other faculty are also involved

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\$Electives¹ (enhanced to include all students):

Summer

- MHS 7608** Advanced Consultation in School and Community (Summer –even years)
- MHS 7406** Optimal Human Functioning and Development in Counseling (Summer –even years)
- MHS 7424** Advanced Counseling Interventions with Children and Adolescents (Summer –odd years)
- MHS 7930** Special Topics: Grant Writing (Summer –odd years)
Or other courses (5000 level and above) that are approved by student’s doctoral chair and/or committee.

Fall (every year)

- EDA 6415**-Qualitative Research
Or other courses (5000 level and above) that are approved by student’s doctoral chair and/or committee.

¹ Note: Suggested semesters in parentheses.

PROPOSAL-

Policy on Teaching Experience and Training for Doctoral Students

Note: This policy would address CACREP 2009 Standards: II.C.3, III.A & B, IV.1-4, B.1-4, C.1-4, and D.1-3.

An important component in the training of future counselor educators is the acquisition of skills related to effective instruction and supervision at the graduate level. Students in the doctoral program at FAU have a structured experience that pairs educational and practical experiences in order to equip them to be future counselor educators and leaders in the field of counseling. These experiences are designed to help doctoral students understand the theoretical and practical aspects of designing, implementing, and evaluating a course. In addition, doctoral-level students with this goal must also be able to accurately assess students' progress and monitor their acquisition of the knowledge being taught. To support this goal, the faculty of the Department of Counselor Education are committed to providing doctoral students, as a part of their Program of Study, with the opportunity to learn directly from faculty the elements and "best practices" of instruction. This will be conducted in the following manner:

YEAR 1 Fall Semester

Instructional Activities:

Enroll in MHS 7611- Advanced Supervision and Instruction, and MHS 7429- Multicultural, Spiritual, and Professional Issues. MHS 7611 provides students with the necessary philosophical and didactic background on the processes of instruction at the graduate level, as well as models of clinical supervision. As a part of MHS 7429, students learn about many of the ethical and professional issues related to the field of counseling on a national and international level.

Experiential Activities

Students work directly with a faculty member to assist in the delivery of an eligible course to Masters students. Activities may include responding to discussion board posts, preparing and delivering lecture material, and overseeing in-class exercises. In addition, students will arrange to meet with faculty member to discuss elements of instruction and evaluation of student progress.

YEAR 1 Spring Semester

Instructional Activities:

Enroll in MHS 7942 Advanced Practicum in Counselor Education. This course provides the structure for students to plan clinical, instructional and research activities.

Experiential Activities

As part of the requirements in MHS 7492, students will *assist* in the instructional activities of an eligible course under the direct supervision of a faculty member.

YEAR 2 Fall Semester

Instructional Activities:

Enroll in MHS 7945 Doctoral Internship. This course provides the structure for students to plan clinical, instructional and research activities.

Experiential Activities

Students may do one of the following:

- A. *Co-Teach* the didactic portion of MHS 6510- Group Counseling, or an eligible course
- B. *Assist* in conducting group or individual supervision in Internship in Counseling courses (SDS 6820 or MHS 6830)

YEAR 2 Spring Semester

Instructional Activities:

Enroll in MHS 7945 Doctoral Internship. This course provides the structure for students to plan clinical, instructional and research activities.

Experiential Activities

Students may do one of the following:

- A. *Co-Teach* the didactic portion of MHS 6510- Group Counseling, or an eligible course
- B. *Assist* in conducting group or individual supervision in Internship in Counseling courses (SDS 6820 or MHS 6830)

YEAR 3 Fall Semester

Experiential Activities

Interested students who are eligible may teach a section of an eligible course or field-experience course.

YEAR 3 Spring Semester

Experiential Activities

Interested students who are eligible may teach a section of an eligible course or field-experience course.

Courses Eligible to be Co-Taught or Assisted in:

MHS 5005- Processes in Counseling
MHS 6401- Counseling Theories and Techniques
MHS 6055- Lifespan Development (on-line)
MHS 6510- Group Counseling
MHS 6430- Family Counseling
MHS 6340 Career Development (on-line)
MHS 5428 Special Needs Populations (soon to be on-line)
MHS 6700 Legal and Ethical

For Mental Health Oriented Doctoral Students:

MHS 6701- Issues in Mental Health Counseling
MHS 6800- Beginning Practicum
MHS 6801- Advanced Practicum
MHS 6830- Internship

Procedure for Applying for Teaching Experience

1. Students identify to their Doctoral Committee Chair their intention to teach Master's-level courses as part of their Program of Study.
2. Student and Doctoral Committee Chair identify course(s) that would best serve the program and best utilize the students talents and knowledge.
3. Student enrolls in MHS 7942 and MHS 7611 in the first semester of their program as an overview of the counseling profession, and the various elements of pedagogy within the field of counselor education.
4. The semester prior to teaching the target course, student will co-teach the course with a faculty member, becoming involved and familiar with all aspects of the course, its design, and its implementation. The student may independently teach some course segments. The student accesses resources for the course. The student grades assignments under faculty supervision.

5. Upon satisfactory performance and recommendation by faculty co-teacher and Doctoral Committee Chair, in the following semester, the student will be approved to teach the course with the faculty member acting in a supervisory role.
6. In subsequent semesters, depending on departmental need and Doctoral Committee Chair approval, the student may be eligible to teach the course as an adjunct professor.

Structured Teaching Experiences at a Glance

Year	Fall Semester	Spring Semester	Summer Semester
1	<ul style="list-style-type: none"> • <i>Take</i> MHS 7429 & 7611 • <i>Assist</i> in an eligible course 	<ul style="list-style-type: none"> • <i>Take</i> MHS 7942 • <i>Assist</i> in an eligible course 	<i>Assist</i> in an eligible course (Optional)
2	<ul style="list-style-type: none"> • <i>Take</i> MHS 7945 • <i>Co-Teach</i> MHS 6510 (or an eligible course) or • <i>Assist</i> in MHS 6800, 6801 or 6830 	<ul style="list-style-type: none"> • <i>Take</i> MHS 7945 • <i>Co-Teach</i> MHS 6510 (or an eligible course) or • <i>Assist</i> in MHS 6800, 6801 or 6830 	<i>Co-Teach</i> (Optional) an eligible course MHS 6800, 6801, or 6830
3	<ul style="list-style-type: none"> • <i>Co-Teach</i> (Optional) an eligible course or MHS 6800, 6801, or 6830 or 	<ul style="list-style-type: none"> • <i>Co-Teach</i> (Optional) an eligible course MHS 6800, 6801, or 6830 	<i>Co-Teach</i> (Optional) an eligible course MHS 6800, 6801, or 6830

- All student teaching is done under faculty supervision.
- Students would not be eligible to assist in MHS 6701 without successfully taking MHS 7429 & MHS 7611.
- Students would not be eligible to co-teach the didactic portion of 6510 or other eligible courses without having completed the Year One teaching and assisting sequence.
- Students who do not teach MHS 6510 are encouraged to assist in MHS 6800, 6801 or 6830.
- Students are not eligible to teach MHS 6801 unless they have completed the Year One teaching and assisting sequence, AND assisted in MHS 6800, 6801 or 6830.

DRAFT- Graduate Assistantships for Doctoral Students

Note: This policy would address CACREP 2009 Standards: I.C.4,& II.B.2,

In order to assist doctoral students in fulfilling their obligations, and attaining their professional goals within the program, the Department of Counselor Education is pleased to offer limited assistantships to students, as funding permits. These assistantships generally include tuition remission and a small stipend. In addition, doctoral students receiving assistantships are required to work for a minimum of ten (10) hours per week in the department or with individual faculty members. Students may elect to engage in assignments that would provide a service to the department, the doctoral program, a Masters' level track, or in conjunction with a faculty member on a project. Examples of these may include:

Departmental Assignments (examples)

Survey Graduates
Assist with organizing the Department Advisory Board
Assist with organizing CSI meetings and activities

Track-Specific Assignments (examples)

Help organizing Practicum and Internship placement/contact
Collect and organize outcome data for students

Faculty-Specific Assignments (examples)

Assist with writing or research projects
Co-teach or assist in courses

1. Prior to the first doctoral student meeting in the Fall Semester and at the first Ph.D. committee meeting, the Ph.D. faculty committee and the Dept. chair will discuss various service opportunities, needs, and projects that students might be able to assist and prioritize the possible assignments. A list of assignments and their description will be generated and disseminated to doctoral students.
2. At the beginning of the Fall Semester, the doctoral program coordinator will present a list and description of possible assignments to all doctoral students who are receiving assistantships at the first doctoral council.
3. Students will work with their doctoral committee members(s) and doctoral committee chair to select assignments that accomplish the assignment. Students will select assignments that will give them experiences that can be related to individual research pursuits, or pursue service activities that will prepare them for careers as counselor educators. The faculty member will be responsible for insuring that the student is adhering to the agreed upon time. Students will be responsible for accurately recording and effectively managing their time spent on the assignment.
4. If the assignment ends before the academic year is completed, students will be required to choose another assignment.