**MEMORIAL UNIVERSITY OF NEWFOUNDLAND**

**Academic Council**

**March 20, 2018 (via email)**

Members of Academic Council were asked to review one item of business, via email, for approval.

It was moved by Mr. Derek Howse, and seconded by Dr. Peggy Coady, that the following item of business be approved.

1. Education – Calendar Revisions

Education is requesting approval of the proposed revisions to section 11.8.3., item 2.e (removing E6703 from the list of closed electives); and section 11.9 (which changes E6938 from a special topics course to a regular, closed elective).

The motion (25 yeas)

CARRIED

Course Description – ED 6938 – Advanced Individual Counselling: Theory and Practice

This course assumes a working knowledge of common therapeutic and change process theoretical orientations. It also assumes that students have completed recorded videos of simulated or actual counselling as a student counsellor. Students are expected to be familiar with various models of changes and stages of counselling including counsellor identity, building a therapeutic relationship, intervention skills, and setting counselling goals.

Building on this foundation, the primary focus of ED 6938 allows the student to continue to formulate an in-depth integrative theoretical orientation to human change. The student will be provided an opportunity early in the course to set personal course goals and to indentify a particular integrative theoretical orientation to focus on throughout the course. The establishment of specific intervention techniques, communication and counselling skills from this guiding theoretical lens is a key aspect of this course. Students will learn how to use a particular theory and related research to inform their practice. There is a sizable applied component with focus on ongoing skill development around effective communication, listening, interviewing, and intervening. Skills focused on relationship establishment, goal setting, and facilitating client motivation and change will be a major focus. Students will be provided knowledge of what it means to engage in *integrative counselling practice.* The format of the course will include lectures, student case presentations via mock consultation break-out groups.

The Calendar Revisions are as follows:

**11.8 Specific Programs**

**11.8.3 Counselling Psychology**

The mission of the program in Counselling Psychology is to prepare highly knowledgeable, skilled, dedicated, and ethical professional practitioners, who will endeavour to enhance human potential throughout the life span and who can effectively practice within a variety of settings.

The Counselling Psychology faculty promotes counselling as an effective, viable means of assisting individuals throughout the life span. The counselling practitioner, regardless of his or her theoretical stance or work setting, functions as a change agent who is sensitive to and knowledgeable about the range of human development reflected in individual differences and cultural and linguistic diversity. Effective and positive change is brought about by assisting clients to: examine and modify their behaviour for more effective living; cope with, adjust to, or otherwise negotiate the environments affecting their psychosocial well-being; and effect change in the larger society.

The practice of Counselling Psychology is based on theory and research, an understanding of ethical practices, and a set of professional and interpersonal skills. It is essential that graduate students study a variety of conceptual frameworks and research findings as preparation for collaborative work with other helping professionals, paraprofessionals, and a variety of self-help groups.

The Counselling Psychology faculty, while representing a range of views, agree that the uniqueness of the individual and his or her personal strengths must be acknowledged and respected. To fully explore professional issues and personal values, a trusting and open atmosphere must be present.

Individuals from a wide variety of personal, social, and educational backgrounds are encouraged to apply to the Counselling Psychology program. The program provides a broad-based sequence of studies and supervised experiences that will prepare graduate students to be knowledgeable and skilled practitioners who can function in a variety of settings. By the time they have completed this program, students will have acquired knowledge and competencies in the following general areas: individual and group counselling theory and techniques, legal and ethical aspects of counselling, human development and learning, social, cultural, and linguistic diversity, career education and counselling, program development and implementation, measurement and appraisal, research and program evaluation, and application of current technology service delivery in rural areas.

1. **Admission Requirements**

In addition to meeting the requirements in the School of Graduate Studies [**General Regulations**](https://www.mun.ca/regoff/calendar/sectionNo=GRAD-0015), students:

* 1. must have completed Education 3210, Introduction to Counselling.
  2. must have completed at least one undergraduate course on each of the following topics: Statistics (Education 2900), Assessment (Education 3280, 3951, 3952 or 4950), Introduction to Career Education (Education 3211), Introduction to Exceptionality (Education 4240 or 4242).

***Note:***

*Many of these courses are prerequisites to specific graduate courses and must be completed before taking those courses.*

* 1. must have at least one year of teaching (or related work) experience.
  2. must submit a resume that contains a concise rationale for the application (500 words or less) and three letters of recommendation (preferably one from each of the following: previous university instructors, supervisors, or employers).
  3. should note admission is selective and controlled by an admission committee of faculty members involved in the program. An interview may be required if deemed necessary.
  4. should note the Graduate Record Examination may be required.
  5. A criminal record check or other screening procedures are not required as a condition of admission to the Counselling Psychology program. A student should, however, be aware that such record checks or other screening procedures are required by school districts, schools, community agencies, or other agencies that host counselling psychology students. Such agencies will not accept a student without a clean criminal record and vulnerable sector check or other screening procedures, which would prevent the student from completing a required component of the program. As a result, such a student may not be eligible for promotion or graduation.

It is the responsibility of the student to have such procedures completed as required and at his/her own expense. The Faculty of Education’s Counselling Psychology program expects a student to provide evidence of a clean criminal record and vulnerable sector check before participating in any course or experience where direct contact with clients will occur.

The screening procedures of any given agency may change from time to time and are beyond the control of the University.

1. **Program Requirements**
   1. all students in the Master of Education (Counselling Psychology) program shall be required to complete:
      * 6100 Research Designs and Methods in Education (prerequisite: Education 2900)
      * 6702 Counselling: Theory and Practice (prerequisite: Education 3210)
      * 6706 Career Education and Career Counselling (prerequisite: Education 3211)
      * 6708 Group Counselling: Theory and Practice (prerequisite: Education 6702)
      * 6700 Ethical and Legal Issues in Counselling
      * 6720 Internship in Counselling Psychology (prerequisite: Normally completion of all courses) (9 credit hours)
   2. Students on the thesis route must complete the core courses listed above (24 credit hours) as well as a minimum of 6 credit hours from the closed electives indicated below for a total of 30 credit hours.
   3. Students on the comprehensive-course route must complete the core courses listed above (24 credit hours) as well as a minimum of 6 credit hours from the closed electives and 6 credit hours from any university graduate offering provided that those chosen are appropriate to the student's program for a total of 36 credit hours.
   4. All students in the Counselling Psychology program must complete 6720. The Internship may be fulfilled full-time or part-time and must comprise 600 clock hours with 240 hours of direct service with clients. It cannot be completed as part of your regular employment. It is strongly recommended that students take no other course during the full-time internship.
   5. Closed electives are those listed below:
      * 6703 Personal and Professional Development Group
      * 6705 Nature and Development of School Counselling Services
      * 6707 Assessment for Counsellors
      * 6709 Assessment of Intelligence and Learning Skills (prerequisite: 3600 or its graduate equivalent 6707. Normally, students in Counselling Psychology will not enroll in this course until the latter part of their program). Candidates intending to pursue a career in the K-12 school system in Newfoundland and Labrador are urged to take this course and the prerequisite.
      * 6710 Issues in Development and Implementation of Special Education Policy and Practices
      * 6712 The Nature and Assessment of Behaviour Disorders in Children and Adolescents
      * 6713 Educational Applications of Contemporary Cognitive Psychology
      * 6714 Principles and Practices in Exceptionality
      * 6716 Working with Families and Parents
      * 6717 Counselling Adolescents
      * 6718 Elementary School Counselling
      * 6719 Cultural Issues in Counselling
      * 6802 Adult Learning and Development
      * 6938 Advanced Individual Counselling: Theory and Practice *(prerequisite E6702 and E6708*

***Notes:***

1. *Student membership in the Canadian Counselling Association (CCA) or other appropriate professional organizations is strongly recommended for all students in the program.*
2. *Students who plan to work in the school system should be aware of the Department of Education regulations to be eligible to work as a school counsellor.*
3. *Students who plan to become registered psychologists in Newfoundland and Labrador should review the requirements of the Newfoundland Board of Examiners in Psychology.*

<http://www.mun.ca/regoff/calendar/sectionNo=GRAD-4799>

**11.9 Courses**

Course descriptions for graduate course in Education are available at [www.mun.ca/educ/grad/fee\_deadline.php](http://www.mun.ca/educ/grad/fee_deadline.php).

A selection of the following graduate courses shall be offered to meet the requirements of candidates, as far as the resources of the Faculty allow.

* 6100 Research Designs and Methods in Education
* 6105 Social and Cultural Difference and Education
* 6106 Popular Culture and Literacy Education
* 6107 Arts Education: Creativity in the Classroom
* 6108 Literacy and Language Education: Sociocultural Perspectives
* 6202 Social Context of Educational Leadership
* 6203 Leadership: Theory and Practice
* 6204 Educational Administration: Theory and Practice
* 6205 Educational Policy: Theory and Practice
* 6290 Research and Development Seminar in Educational Leadership Studies
* 6291 Internship in Educational Leadership Studies (6 credit hours)
* 6292 Project in Educational Leadership Studies (6 credit hours)
* 6293 Paper Folio in Educational Leadership Studies (6 credit hours)
* 6300 Teaching and Learning
* 6321 Supervisory Processes in Education
* 6330 Educational Finance
* 6335 Legal Foundations of Educational Administration
* 6390 Research and Development Seminar in Curriculum, Teaching and Learning Studies
* 6391 Internship in Curriculum, Teaching and Learning Studies (6 credit hours)
* 6392 Project in Curriculum, Teaching and Learning Studies (6 credit hours)
* 6393 Paper Folio in Curriculum, Teaching and Learning Studies (6 credit hours)
* 6394 Biographical Explorations of Teaching and Learning
* 6410 Seminar on Philosophical Issues in Educational Policy and Leadership
* 6420 Ethical Issues and Perspectives in Educational Practice and Policy
* 6425 Comparative Perspectives in Public Education, Reform, and Leadership
* 6426 Computer Applications in Educational Administration
* 6427 School Community Partnerships
* 6440 Family-School Relations: Leadership and Policy Implications
* 6461 Graduate Research Writing
* 6462 Cultural Landscapes, Knowledge and Pedagogy
* 6463 Relationships First: Rethinking Educational Engagement *(credit may be obtained for only one of 6463 or 6936)*
* 6465 School Violence: Leadership and Policy Implications
* 6466 Qualitative Research Methods
* 6467 Quantitative Research Methods
* 6468 Critical Approaches to Educational Research
* 6469 Theoretical and Methodological Foundations of Action Research
* 6502 Contexts of Music Education
* 6503 Teaching Music from the Podium
* 6504 Musicianship, Pedagogy, and Learning
* 6590 Research and Development Seminar in Information Technology in Education
* 6600 Learning and Motivation
* 6602 Curriculum Studies
* 6603 Place, Ecology and Education
* 6610 Research on Computers in the Curriculum *(prerequisite: 6620)*
* 6615 Educational Software Prototyping and Evaluation
* 6620 Issues and Trends in Educational ~~Computing~~ Technology
* 6630 Critical Issues in Mathematics Education
* 6632 Current Research in Teaching and Learning of Elementary School Mathematics *(prerequisite: 6630)*
* 6634 Teaching and Learning to Solve Mathematics Problems *(prerequisite: 6630)*
* 6635 Teaching and Learning Geometry
* 6636 Teaching and Learning the Concept of Number and Operations
* 6639 Technology and the Teaching and Learning of Mathematics *(prerequisite: 6630)*
* 6641 Writing in the Primary, Elementary and Secondary Schools
* 6642 Developmental Reading (K-8)
* 6643 Contemporary Issues in Intermediate and Secondary English
* 6644 Drama in Education
* 6645 Literature for Children and Adolescents
* 6646 Literature in the Secondary School
* 6647 Diagnosis and Remediation of Reading and Writing Difficulties
* 6649 Exploring Multiple Literacies
* 6653 Contemporary Issues in Science Education I
* 6655 The Nature of Science and Science Education
* 6658 Teaching and Learning Scientific Concepts, Laws, and Theories
* 6660 Information Technology
* 6661 Applications of Media in Education
* 6662 Research Seminar in Teacher-Librarianship
* 6663 The Organization of Learning Resources
* 6664 Seminar in School Improvement
* 6668 Current Issues in Second Language Education
* 6669 Graduate Seminar in Second Language Teaching and Learning
* 6670 Teaching and Learning Social Studies
* 6671 Research in Social Studies Education
* 6672 Issues and Trends in Social Studies
* 6673 Second Language Teaching, Learning and Curriculum *(credit may be obtained for only one of Education 6673, the former 6665 or 6667)*
* 6674 Research in Second Language Writing Education
* 6675 Current Issues in Rural Education
* 6676 Research and Practice in TESL/TEFL (Teaching English as a Second/Foreign Language)
* 6693 Literacy for the Young Child in Home and School
* 6700 Ethical and Legal Issues in Counselling
* 6701 Issues and Methodologies in Learning and Developmental Research
* 6702 Counselling: Theory and Practice
* ~~6703 Personal and Professional Development Group (non-credit)~~
* 6705 Nature and Development of School Counselling Services
* 6706 Career Education and Career Counselling
* 6707 Assessment for Counsellors
* 6708 Group Counselling: Theory and Practice
* 6709 Assessment of Intelligence and Learning Skills
* 6710 Issues in Development and Implementation of Special Education Policy and Practices
* 6711 Behaviour Modification in the Educational Setting
* 6712 The Nature and Assessment of Behaviour Disorders in Children and Adolescents
* 6713 Educational Applications of Contemporary Cognitive Psychology
* 6714 Principles and Practices in Exceptionality
* 6715 The Theory and Practice of Peer Helping Programs
* 6716 Working with Families and Parents
* 6717 Counselling Adolescents
* 6718 Elementary School Counselling
* 6719 Cultural Issues in Counselling
* 6720 Internship in Counselling Psychology (9 credit hours)
* 6755 Nature and Assessment of Learning Disabilities
* 6801 Foundations of Post-Secondary Programs
* 6802 Adult Learning and Development
* 6803 Research in Post-Secondary Education
* 6804 Leadership and Human Resource Development in Post-Secondary Education
* 6805 Advanced Human Resource Communications
* 6806 Interprofessional Education in the Health Professions
* 6807 Economics and Finance of Post-Secondary Education
* 6822 Foundations of Instructional Design in Post-Secondary Education
* 6823 Principles of Program Design and Development
* 6831 Organization and Administration of Student Services for the Adult Learner
* 6832 Issues and Trends in the Administration of Post-Secondary Education
* 6841 Student Development Theory, Services and Programs in Post-Secondary Education
* 6890 Research and Development Seminar in Post-Secondary Studies
* 6891 Internship in Post-Secondary Studies (6 credit hours)
* 6900-6910 Special Topics (excluding 6909)
* 6909 Narrative Approaches to Teaching, Learning and Research
* 6911 Multiage Education: An Introduction
* 6912-6950 Special Topics (excluding 6913, 6923, 6924, 6927, 6931, 6932, 6936, 6938, 6940)
* 6913 Putting Action Research Methodologies into Practice *(prerequisite: 6469 Theoretical and Methodological Foundations of Action Research)*
* 6923 Perspectives in Indigenous Education
* 6924 Decolonizing Pedagogies
* 6927 Digital Game-based Learning
* 6931 Educational Technology Law
* 6932 Intellectual Technology Law in Teaching and Learning
* 6938 Advanced Individual Counselling: Theory and Practice *(prerequisite E6702 and E6708)*
* 6940 Administration of Student Services in Post-Secondary Education

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Aimée Surprenant, Chair Echo Pittman, Secretary