

## GRADUATE COUNCIL: NEW COURSE PROPOSAL

**Originating Unit:**

**Type of action:**      New course      Full online course\*\*

**Semester and year course will take effect:**

**New course title:**

**Appropriate computer abbreviation (30 spaces or less):**

**Course instructional methodology:**

course component types: [ugradcouncil.tcu.edu/forms/Course Component Types.pdf](http://ugradcouncil.tcu.edu/forms/Course%20Component%20Types.pdf)

**New course number:**

**Prerequisites for new course:** *include an attachment if additional space is needed*

**Description of new course (catalog copy):** *include an attachment if additional space is needed*

attached files can be seen and managed in Acrobat Pro by clicking on  
View > Show/Hide > Navigations Panes > Attachments

## **Fully Online Courses\*\***

All online courses, and /or distance learning offerings must meet State Compliance regulations as defined by specific state legislation. TCU Distance Learning is any for-credit instruction provided to a TCU student outside the State of Texas. This includes internships, clinical, video conferencing, online, or any other delivery format that crosses state lines. Contact the Koehler Center for Teaching Excellence for guidelines. Include a letter of support from the Koehler Center with this proposal.

**Supporting evidence or justification:** Modifications to the doctoral program are required to align with CACREP standards. We hope to apply for this accreditation (already earned for one of our master's programs) for the doctoral program in order to increase job opportunities for our graduates. Syllabus is included with proposal.

**Describe the intended outcomes of the course and how they will be assessed:** *include an attachment if additional space is needed*

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### **Additional resources required:**

**Faculty:**

**Space:**

**Equipment:**

**Library:**

**Financial Aid:**

**Other:**

### **Change in teaching load:**

**Does this change affect any other units of the University?**      Yes      No

*If yes, submit supporting statement signed by chair of affected unit.*

**If cross-listed, provide evidence of approval by all curriculum committees appropriate to both the originating and the cross-listed units.**

**Chair of Originating Unit:**

**Name:**

**Unit:**

**Signature:** 

# EDGU 70603 Doctoral Internship in Counseling – Nonclinical

## DRAFT Syllabus

**Instructor Name:** Cebraail Karayigit, Ph.D., LPC (KS), NCC

**Semester and Year:** Fall 2026

**Number of Credits:** 3

**Class Location:** TBA

**Class Meeting Day(s) & Time(s):** Tuesdays 12:30-3:10pm

**Zoom Access Information:** TBA

**Office Location:** Palko 339

**Office Hours:** TBD

**Telephone:** 817-257-5980

**Email:** c.karayigit@tcu.edu

**Response Time:** Email is the best way to contact me. I will typically respond to emails within a 24-hour time period during the weekdays (a 48-hour time period for weekends/holidays).

### Final Exam Date & Other Important Dates

Final evaluations and documentation will serve as “final exam” and must be turned in by December 8, 2026, 12:00pm.

**Special meetings:** The instructor will meet with the intern and intern’s (doctoral-level) supervisor to review course requirements, intern activities, and intern learning objectives. The instructor will also observe the intern’s counseling on two occasions, whether in-person or by video recording. Students are responsible for facilitating the arrangement of a site visit between the course instructor and the off-campus supervisor within the first four weeks of the semester.

### Course Description

This semester of Doctoral Internship in Counseling (Non-clinical) is designed to meet the CACREP accreditation standards and provide supervised experiences in teaching, research and scholarship, or leadership and advocacy. **The Doctoral Internship requires 300 hours of supervised work, weekly class meetings, and individual meetings with approved supervisor. Prior to enrollment, a faculty advisor and student will co-develop an internship plan with activities necessary to comprehensive preparation as a counselor educator and relevant to the student’s specific career goals.**

### Learning Outcomes

**CACREP Standards – TBD; Most students will co-teach a master’s-level counseling course and will meet the outcomes below. However, some students may elect to negotiate an internship plan that focuses on research and scholarship (CES B.4) or**

**leadership and advocacy (CES B.5).**

<b>Doctoral Professional Identity: Teaching</b>	<b>CACREP Standard</b>	<b>Curriculum/Evaluation Outcomes</b>
Doctoral students are required to complete internships that total a minimum of 600 hours. The 600 hours must include supervised experiences in counseling and at least two more of the four remaining doctoral curricular areas (supervision, teaching, research and scholarship, leadership and advocacy).	CES C.2	Time Log
roles and responsibilities related to educating counselors	CES B.3.a.	Demonstrations of teaching and evaluation
teaching methods relevant to counselor education	CES B.3.c.	Demonstrations of teaching
curriculum design and instructional delivery	CES B.3.d.	Demonstrations of teaching and evaluation
integration of diversity, equity, inclusion, and social justice principles and practices in the counselor education curriculum	CES B.3.f.	Demonstrations of teaching and evaluation
Universal design to meet the needs of all students with respect for individual differences in learning	CES B.3.g.	Demonstrations of teaching and evaluation
screening, remediation and gatekeeping functions relevant to teaching	CES B.3.i.	Collaborate in evaluation of students (learning and disposition) with co-instructor.
assessment of student learning and professional dispositions	CES B.3.j.	Demonstrations of teaching evaluation and Disposition & Skills Evaluations completed on each student in course being taught

## **Prerequisites**

EDGU 70023 (Teaching Helping Relationships), EDGU 70143 (Teaching Practices in Counselor Education), EDGU 70393 (Advocacy & Leadership in a Diverse Society), and one or more

graduate-level research courses. Requires permission of faculty advisor and agreement with mentoring faculty/off-campus supervisor.

## **Required Texts / Materials**

The required text for this course will be determined in student's Internship Plan.

## **Additional / Supplementary Resources**

Supplementary resources for this course will be determined in student's Internship Plan.

## **Teaching Philosophy**

I believe learning takes place through *dialogue, questioning, curiosity, experiential activities, and connecting with previous experiences & applying a new meaning*. I bring enthusiasm to the classroom & expect the same from my students. I have high expectations for my students, including reading and thinking critically, thoughtful & reflective writing, and actively contributing to class discussions & activities. I welcome and support risk-taking. I encourage self-reflection. I strive to achieve a balance of supporting and challenging students to grow. I emphasize professional and personal wellness.

## **Instructional Methods**

During weekly class meetings, students will have opportunities to share their experiences and support one another in enhancing their skills in these areas of counselor education. In seminar style, student experiences will be presented and pertinent counselor education information will be discussed.

## **Course Policies and Requirements**

### **Assignments**

TBD- Students will co-develop an internship plan with faculty advisor that includes activities necessary to comprehensive preparation as a counselor educator and relevant to the student's specific career goals. Most students will co-teach a master's-level counseling course and will complete assignments similar to those listed below. However, some students may elect to negotiate an internship plan that focuses on research and scholarship or leadership and advocacy.

Sample for teaching emphasis:

1. Complete a 300-hour teaching internship. Student will be responsible for teaching or co-teaching a minimum of 20 hours of a master-level counseling course. No more than 50 planning hours may be accumulated prior to the start of the semester.

Class meetings should be prepared ahead of time and shared with the mentoring professor at least three days before teaching. For each class, student should provide:

- Big ideas and learning outcomes

- CACREP competencies addressed
  - Materials and procedures
  - Evaluation of learners' understanding
  - Thoughts on content delivery, e.g., effectiveness, whether goals were reached, what you may or may not have considered, and personal thoughts on how the lesson worked with this group of students.
2. Student will co-teach a graduate level course in counseling with full responsibility for planning, teaching, evaluation, and grading 50% of the course. Student must provide a log of activities associated with all preparation, activities, and evaluation for the co-taught course(s). This log must have entries and specific description of activities for each day during which hours are accumulated. Student must bring the log to each meeting for the mentoring professor's review.
  3. Meet weekly for 1 hour of individual supervision and course planning with the mentoring professor of the co-taught course(s).
  4. Reflect upon the teaching experience through self-critique of the instructor's and students' roles and the learning that takes place. This includes reviewing recordings of teaching for the purpose of self-evaluation.

Grading – TBD; Sample below for teaching emphasis

**Final Grade Elements / Grade Breakdown:**

Outcome(s)	Assignments, Exams/Quizzes, Presentations, etc.	Percentage
Student will participate in the full range of teaching activities experienced by an employed faculty member in a graduate program in counseling	Completed log of activities documenting 300 hours (including minimum of 20 hours of teaching)	30%
Student will demonstrate appropriate pedagogy and methods for teaching content relevant to counselor education	Mentoring professor's evaluation of student's teaching	30%
Students will design curriculum, including development of syllabus and evaluation methods, for one	Development of Syllabus and any Online Learning Modules	30%



Outcome(s)	Assignments, Exams/Quizzes, Presentations, etc.	Percentage
course in counselor education curriculum		
Student will critically evaluate his or her own strengths and weaknesses in the counselor educator role	Weekly supervision meetings with mentoring professor Completion of self-critiques of teaching	10%

### Grading Scales

Grade	Score
A	90–100%
B	80–89.99%
C	70–79.99%
F	0–69.99%

### Late Work

You should adhere to the course syllabus, as well as information provided in TCU Online, for due dates and an understanding of the grading rubric. Any late work will result in a 5% grade drop for that assignment for each day past the due date, and no late work will be accepted after December 11, 2026.

### Grading Concerns

Contact me via email with any questions about a grade or feedback. It is best to do this prior to final grade being issued. If, after speaking with me, you are not satisfied, the steps for the appeal/complaint procedure may be found online: <https://deanofstudents.tcu.edu/student-handbook/academic-policies/grade-appeal-procedure/>

### Attendance

All students are expected to attend every class for the entire specified time as scheduled and participate in discussions and activities. Failure to attend class will affect your full experience in this class. *So, if you are absent, I assume that you have a good reason for not attending class, otherwise, you would be in class. Therefore, there is no need to bring a \*written excuse.* Attendance and participation are considered in calculating your final grade.” If you miss more than two class meetings, you may be required to retake the course.

\*Exception: When a student is absent to represent the university (as in athletics, chorus, band, national or state meetings of organizations represented at TCU), then an Official University Absence may be granted by the Dean of Students Office. Faculty members are required to permit students to make up work missed because of Official University Absences. Therefore, excused absences defined by TCU or excused absences defined by State and Federal Regulations (Holy Day, Active Military Service) cannot be factored into determining a student's final grade.

<https://deanofstudents.tcu.edu/students/university-attendance-policy/>

## Participation

Participation = actively engaging the material, discussions, and your class peers during class. There are many ways to participate besides making statements or voicing opinions: asking questions of others, bringing up contradictions between readings or discussion points, moderating to encourage others' contributions, bringing additional information or resources to the class and/or small groups, being receptive to and integrate the supervisory feedback after each teaching session, and so on.

## Class Norms & Netiquette

All members of the class are expected to follow rules of common courtesy in all email messages, discussions, and chats. If I deem any of them to be inappropriate or offensive, I will forward the message to the Chair of the department and appropriate action will be taken, not excluding expulsion from the course. The same rules apply online as they do in person. Be respectful of other students. Foul discourse will not be tolerated. Please take a moment and read some [basic information about netiquette](http://www.albion.com/netiquette/) (<http://www.albion.com/netiquette/>).

Participating in the virtual realm, including social media sites and shared-access sites sometimes used for educational collaborations, should be done with honor and integrity. Please review the relevant sections of the [Student Handbook](https://deanofstudents.tcu.edu/student-handbook/) (<https://deanofstudents.tcu.edu/student-handbook/>) for TCU's network and computing policies and communication guidelines.

## TCU Syllabus Policies & Resources

Please use this [link](#) or scan the QR code with a mobile device camera to access policies and resources including support for TCU students, student access and accommodation, anti-discrimination and Title IX information, and other important information.



## Tentative Course Schedule

This calendar represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunities. Such changes will be clearly communicated.

Date	Activities	Deadlines
Week 1	Introduction and Expectations	
Week 2	Group supervision of teaching, research, and/or advocacy.	
Week 3	Group supervision of teaching, research, and/or advocacy.	Detailed plans for month
Week 4	Group supervision of teaching, research, and/or advocacy.	
Week 5	Group supervision of teaching, research, and/or advocacy.	
Week 6	Group supervision of teaching, research, and/or advocacy.	
Week 7	Group supervision of teaching, research, and/or advocacy.	Detailed plans for month
Week 8	Group supervision of teaching, research, and/or advocacy.	Midterm reflection/critique of teaching/research/advocacy
Week 9	Group supervision of teaching, research, and/or advocacy.	
Week 10	Group supervision of teaching, research, and/or advocacy.	
Week 11	Group supervision of teaching, research, and/or advocacy.	Detailed plans for month
Week 12	Group supervision of teaching, research, and/or advocacy.	
Week 13	Group supervision of teaching, research, and/or advocacy.	
Week 14	THANKSGIVING HOLIDAY	

<b>Date</b>	<b>Activities</b>	<b>Deadlines</b>
Week 15	Group supervision of teaching, research, and/or advocacy.	Final evaluation of students (including dispositions)
Week 16	Group supervision of teaching, research, and/or advocacy.	Final Log and final reflection/critique of teaching/research/advocacy