**AUBURN UNIVERSITY**

**SYLLABUS**

**1.         Course Number:**                    COUN 8510

**Course Title:**                          Contemporary Issues in Counselor Education

**Credit Hours:**                         3 semester hours

**Prerequisites:**                         Doctoral standing in counselor education

**Co-requisites:**                         None

**2.         Date Syllabus Prepared:** August, 2001, Revised July 2003, Revised Fall

2005, Revised Fall 2008, Spring 2009

**3.         Texts:**                                     Recommended: West, J. D., Osborn, C.J. &

Bubenzer, D.L. (Eds.) (2003).

*Leaders and Legacies: Contributions to the profession of counseling*. New York: Brunner-Routledge.

**4.         Course Description:**

Advanced preparation in counselor education in the areas of professional identity, ethical and legal, pedagogy, and supervision.  Class format will include lecture, group discussion, class presentations and assignments designed to increase students knowledge and understanding of contemporary issues and emerging trends in counseling and counselor education.

**5.         Course Objectives:**

Through satisfactory performance on course assignments and class participation students will be able to:

1. Demonstrate knowledge of theories pertaining to the principles and practice of counseling, career development, group work, systems, and consultation; (CACREP.II.C.1)

2. Demonstrate instructional theory and methods relevant to counselor education; (CACREP.II.C.3.)

3. Demonstrate awareness of pedagogy relevant to current and social cultural issues, including social change theory and advocacy action planning; (CACREP.II.C.4)

4. Demonstrate knowledge of ethical and legal considerations in counselor education and supervision; (e.g. the ACA Code of Ethics) and (CACREP.II.C.8)

5. Demonstrate awareness of the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status. Family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical, and mental status, local, regional, national, international perspective, and equity issues in counselor education programs; (CACREP.II.C.9)

6. Promote scholarly counseling research; (CACREP.II.D.5)

7. Enhance technical competence; (CACREP. II.D.6)

8.  Demonstrate skills necessary for the instruction of graduate-level courses in counselor preparation;

9. Articulate a personal philosophy of teaching;

10. Demonstrate skills, abilities, and knowledge associated with cultural competence in teaching;

11. Participate in service activities related to the preparation of counselors and the advancement of the counseling profession;

12. Demonstrate intentionality in the planning of one’s professional development;

13. Identify current trends and issues in counselor education, counseling, and supervision;

14. Demonstrate the ability to articulate a position, based on professional readings,

interactions in the community, and research, regarding current and recurring professional

**6.         Course Content:**

**1.**        **Orientation** (Week 1 & 2)

**2.    Professional Development and Identification in Counselor**

**Education** (Week 3 & 4)

1. Program Orientation
2. Historical and Developmental Issues
3. Professional Training and Identification
4. Counselor Education: Training and Trends
5. Identifying manuscript topics

**3. Pedagogical Issues in counselor education** (Week 5 & 6)

1. Teaching Methods and Philosophy
2. Counselor Education Pedagogy
3. Evaluation of Teaching
4. Teaching with Respect to Individual Differences

**4.   Writing and Disseminating Research** (Week 7, 8 & 9)

1. Components of Research Writing and Critiquing
2. Use of Research in Counseling, Supervision, and Counselor

Education

1. Submitting Research: Evaluation and Process
2. Cultural Variables in Research
3. **Ethical and Legal Issues in Counselor Education** (Week 10 & 11)
4. Dual Relationships
5. Training and Educational Issues
6. Supervision
7. Research
8. **Professional Demonstrations** (Week 12, 13, 14, 15)
   1. Teaching Pedagogy Presentations (12)
   2. Legal and Ethical Case Presentations (13)
   3. Professional Development Plan (15)
   4. Graduate Research Session  (14)

**7.         Course Requirements**

The expectation is held that students will demonstrate mastery of all course objectives through the following assignments.

1.      ***Professional Issues Manuscript:*** Students will identify one current professional issue, assume a position on this issue, and support this position with relevant professional literature/research.  This will be developed into a conceptual article suitable for publication in a professional referred journal.  Components of the manuscript are due:

a.   Identification of topic, questions to be answered in the manuscript, and targeted journal is due at the end of the ***7th week of classes***;

b.   Outline of the article, including summary of responses to research questions and reference list due at the end of the ***9th class***;

c.    Draft of the article due at the end of the ***12th class***; and,

d.    Final manuscript is due on the ***15th week of class*.**

**e. Research Teams will present topics during the Graduate Research Session**

2.      ***Ethical and Legal Case Responses:*** You will be required to complete one legal and ethical case response with supporting rationale. Teams will be asked to present one legal and ethical case and an ethical decision-making response from a Counselor Education and program evaluation perspective.

3.      ***Pedagogy Project and Self-Evaluation:***

Students will be required to develop a Pedagogy project

* Syllabus
* Lesson Plan
* Evaluation in the classroom (students)
* Plan for Teaching Practicums
* Evaluation method for teaching

**8.         Grading and Evaluation Procedures:**

Grades will be based on the following:

***Professional Issues Manuscript***:            35%

***Ethical and Legal Case Responses:***  30% ***(15/15)***

***Pedagogy Project and Self-Evaluation:*** 35%

                        The following grading scale will be used:

                        92-100 = A

80-89     = B

70-79     = C

Below 70 = F

**9. Class Policy Statements:**

1. Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.
2. Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have excused absences from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the *Tiger Cub* for more information on excused absences.
3. Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be limited must be initiated by the student within one week of the end of the period of the excused absence(s). Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.
4. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the *Tiger Cub* will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.
5. Disability Accommodations: Students who need special accommodations in class, as provided by the Americans with Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodations Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (V/TT).
6. Course contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials.
7. Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:
   1. Engage in responsible and ethical professional practices
   2. Contribute to collaborative learning communities
   3. Demonstrate a commitment to diversity
   4. Model and nurture intellectual vitality

**10. Justification for Graduate Credit:**

This course includes advanced content on pedagogical methods in counselor education. This includes content as specified by the Council for the Accreditation of Counseling and Related Programs (CACREP, 2009). All academic content approved by CACREP is for advanced Masters and/or Doctoral graduate study. This includes rigorous evaluation standards of students completing the student learning outcomes specified in this syllabus.