**AUBURN UNIVERSITY**

**SYLLABUS**

**1. Course Number:** COUN 8910

**Course Title:**  Counselor Education Pedagogy-Teaching Practicum

**Credit Hours:**  3 Semester hours (Lecture 3)

**Prerequisites:** Graduate Standing

**2. Date Syllabus Prepared:** May 2014

**3.** **Text(s):**

**Required:**

**\***West, J. D., Bubenzer, D. L., Cox, J. A., & McGlothlin, J. M. (Eds.). (2013). Teaching in Counselor Education. Alexandria, VA: Association for Counselor Education and Supervision.

\*\*McKeachie, W. & Svinicki, M. (Eds.). (2013). *McKeachie’s Teaching Tips.* New York: Houghton Mifflin (14th Ed.).

Recommended:

Weimer, M. (Ed.). (2013). Teaching Strategies for the College Classroom. Madison, WI: Magnum Publications.

Nilson, L. B. (Ed.). (2010). Teaching at its Best. San Fransico, CA: Jossey-Bass (3rd Ed.)

Palmer, P. J. (2007). *The Courage to Teach*. San Francisco, CA: Jossey-Bass (10th Anniv. Ed.).

**4. Course Description:**

Course focuses on developing Counselor Education pedagogical skills and knowledge including; theories, course and curriculum development, methods, and professional responsibilities.

**5. Student Learning Outcomes:**

 Upon completion of this course, students will be able to demonstrate these knowledge and skill learning outcomes:

1. Roles and responsibilities related to educating counselors;
2. Pedagogy and methods relevant to counselor education;
3. Models of adult development and learning;
4. Instructional and curriculum design, delivery, and evaluation methods relevant to
5. counselor education;
6. Effective approaches for online instruction;
7. Screening, remediation and gatekeeping functions relevant to teaching;
8. Assessment of learning;
9. Ethical and culturally relevant strategies used in counselor preparation;
10. Role of mentoring in counselor education;
11. Develops and demonstrates a personal philosophy of teaching and learning;
12. Ability to modify teaching methods to address individual differences in learning styles;

*Please note: Standards reflect CACREP 2009 and proposed 2016 Standards*

**6.** **Course Content Outline:**

Course content will include lecture to address the following content areas:

 **Week 1: Orientation (8/18)**

1. Beginning classes

***Reflection 1: Learning Style Assessments Due 8/25***

 **Week 2: Models of learning (8/26) [\* 6/\*\*11]**

1. Learning theories
2. Identifying teaching and learning styles
3. Introduction of teaching philosophy
4. Planning a lecture – lesson planning

 ***Reflection 2: Teaching Philosophy Reflection Due 9/8***

 **Week 3:** **Lesson planning and teaching methods** **(9/2)** **[\*1,2,3,4/\*\*2,3,4,21**]

1. Developing a syllabi and learning goals
2. Beginning level instructional methods
3. Curriculum development
4. Accreditation and curriculum development

 **Week 4: Library Tour (9/9)**

  ***Identification of Lesson Topics for Course Demonstrations Due 9/16***

 **Week 5: Counselor Education: Pedagogy Research (9/16) [\*\*4]**

1. Research on instructional methods
2. Research on educational methods in Counselor Education
3. Identification of models of instruction in Counselor Education

***Reflection 3: Teaching Observation Reflection: Due 9/23***

 **Week 6, 7 & 8: Counselor Education theories and teaching methodology (9/23, 30, 10/7) [\*5,6,9,11/\*\*5,6]**

1. Small Group Instructional Methods
2. Counselor Education teaching methods
	1. Case Based
	2. Experiential
	3. Skill Development
	4. Application and processing
3. Integration of Advocacy and Social Justice into Instruction
4. Use of Discussions in the classroom
5. Teaching Philosophy Assessment

  ***Reflection 4: Faculty Member – Roles and Responsibilities 10/14***

 **Week 9 & 10: Student Issues in Counselor Education** **(10/14, 21)**

 **[\*10,12/\*\*11,12,13,20,22]**

1. Addressing diversity
2. Learning differences in the classroom
3. Remediation in Counselor Education
4. Addressing Problems in the Classroom
5. Faculty/Student Relationships
6. Mentoring in Counselor Education

***First Teaching Module Due 10/28***

***Draft of Teaching Philosophy Due 10/28***

 **Week 11: Evaluation methods in Counselor Education (10/28) [\*\*7,8,9,10]**

* 1. Formative & Summative evaluation
	2. Developing evaluation tools
	3. Evaluation of skill development
	4. Evaluation across the curriculum
	5. Ethical Issues in evaluation

 ***Reflection 5: Identification of Teaching Position 11/3***

 **Week 12: Faculty roles in Academia (11/3)** **[\*\*22, 23]**

 1. Tenure and promotion

 2. Faculty roles and responsibilities

 3. Professional Identification

 **Week 13: (11/11) Group Sessions**

 **Week 14: Distance Education in Counselor Education (11/17) [\*7, 8/ \*\*17)**

1. Methods of distance education

 2. Developing distance education courses

 3. Models and examples of distance education courses

 ***Second Teaching Demonstration Due 12/2***

 ***Final Teaching Philosophy Due 12/1***

 **November 24th – No Class**

 **Week 15: Review of teaching demonstrations** **(12/1)**

**7. Course Requirements:**

**1. Reflective and Experiential activities:** Students will be asked to complete a series of reflections linked to specific content and readings within the class. These reflections will be attached to specific prompts and discussion activities.

**2. Teaching Modules**

* **Teaching Demonstrations: 2 course instructional experiences**
	+ Can be individual or Co-lecture
* **Evaluation of Instruction**
	+ Using the Teaching Observation form you are asked to evaluate your teaching experience
	+ One session will have to be taped and submitted for evaluation from instructor
	+ One session will have to have a peer evaluation
	+ Both will have to have self evaluations of teaching
	+ **Your second Teaching Module** will have to have a evaluation method you have developed to assess your instruction in the classroom

 1. May include assessment of student’s learning

 2. May include assessment of student’s engagement

 3. May include assessment of application of content

* **Lesson Plan: Associated with assigned course**
	+ Lesson Plans using one of the provided or developed formats
	+ Consideration of the use of technology, teaching methods to address individual learning style difference, consideration of diversity
	+ An evaluation method to evaluate student learning, teaching outcomes, student application, and/or student engagement. This can be discussed in lesson plan and examples provided.
	+ Resource(s) and materials

**3. Teaching Philosophy**

* Teaching Philosophy
* Reflection on how this philosophy is demonstrated on some level in your actual teaching demonstration(s)

**4. Discussion Topic Project: Students are asked to prepare a series of discussion questions for class to lead a discussion of the readings** (may include the theme of the readings, a specific chapter, an external article related to the readings, or current trends and issues). **This discussion may include development of:**

* Reflection questions for class
* Techniques or experiential activities to increase discussion or application of content
* Discussion questions about concerns or issues
* Instructional methods to teach or demonstrate a specific component of the readings

This should include the provision of handouts, resources or references that will supplement what you are focusing on.

**8. Grading and Evaluation Procedures:**

Students in this course are required to complete all the specified teaching, experiential and supervision requirements.

 Teaching Demonstration 1 – with peer evaluation 25%

 Teaching Demonstration 2-with external evaluation 25%

Reflection Activities 10%

 Teaching Philosophy 20% Discussion Topic Project 20%

 **Total 100%**

The following scale will be used:

 90-100% = A

 80-89.9% =B

 70-79.9% =C

 60-69.9% =D

 Below 60% =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