**AUBURN UNIVERSITY**

**SYLLABUS**

**Fall 2015**

**Course Number:** COUN 8550-001

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

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

**Prerequisites:** Graduate Standing

**Date Syllabus Prepared:** August 2015

**Instructor:** Melanie M. Scherer Iarussi, Ph.D., LPC

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Phone: (334) 844-2880

Office: 3010 Haley Center

Office Hours: Monday: 3-4pm; Wednesday: 10-11am; Thursday: 3-4pm; By appointment

**Text(s):**

**Required:**

McKeachie, W. & Svinicki, M. (Eds.). (2013). *McKeachie’s teaching tips* (14th ed.)*.* New York: Houghton Mifflin.

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.

**Additional Required Readings:**

American Counseling Association. (2014). *ACA code of ethics*. Alexandria, VA: Author.

Council for Accreditation of Counseling and Related Educational Programs. (2015). *2016 CACREP standards*. Retrieved from www.cacrep.org.

Nilson, L. B. (2010). Accommodating different learning styles. In *Teaching at its best* (3rd ed.). pp. 229-237. San Francisco, CA: Jossey-Bass.

**Recommended:**

Weimer, M. (2013). *Teaching strategies for the college classroom.*  Madison, WI: Magnum Publications.

Nilson, L. B. (Ed.). (2010). *Teaching at its best* (3rd ed.). San Francisco, CA: Jossey-Bass.

Palmer, P. J. (2007). *The courage to teach*. San Francisco, CA: Jossey-Bass.

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

**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 counselor education;
5. Effective approaches for online instruction;
6. Screening, remediation and gatekeeping functions relevant to teaching;
7. Assessment of learning;
8. Ethical and culturally relevant strategies used in counselor preparation;
9. Role of mentoring in counselor education

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

**Course Requirements:**

1. **Teaching Demonstrations: 2 course instructional experiences (30 points each)**

Students will choose from a list of courses provided by the instructor. Each teaching demonstration will include the following:

* **Lesson Plans:**
	+ Students may use the lesson plan template provided.
	+ Students will consider the use of technology, teaching methods to address individual learning style differences, and diversity among students in their development of lesson plans.
	+ Students will incorporate evaluation methods to assess student learning, teaching outcomes, student application, and/or student engagement.
	+ Students will list the resources and materials needed to conduct each lesson
* **Evaluation of Instruction**
	+ One teaching demonstration must be video taped and submitted to the Counselor Education Pedagogy-Teaching Practicum course instructor for evaluation. Video cameras are available for check out in the Learning Resource Center (LRC) located at 3408 Haley Center.
	+ One teaching demonstration will be observed and evaluated by a peer who is enrolled in this class. Students are responsible for scheduling their own peer observations.
	+ Self-evaluations are required for both teaching demonstrations
	+ **Second Teaching Demonstration:** Students will develop and use an evaluation to receive students’ feedback on their teaching.
* **Reflections.** Students will reflect on each teaching demonstration, including responding to the following (template provided):
	+ What went well in your teaching experience? What told you that these components went well?
	+ What did not go well, in your opinion? What told you that these components did not go well?
	+ How well do you think your objectives were met in your teaching experience? What tells you this?
	+ What did you find to be most challenging during this teaching experience? Include your reflection on any student issues or other issues that occurred.
	+ Describe your emotions leading up to, during, and after your teaching experience.
	+ How did issues of diversity (e.g., multiculturalism among students, diversity in learning styles) impact this teaching experience?
	+ If you could re-do this experience, what would you do differently?
	+ In what ways did this experience shape your identity as a counselor educator?
1. **Teaching Philosophy (20 points)**
* Students will develop a Teaching Philosophy.
* Students will provide and receive peer reviews on their teaching philosophies.
* Students will revise their teaching philosophies based on peer feedback and submit to the instructor.
* Students will reflect on how this philosophy has been demonstrated during their actual teaching demonstrations.
1. **Reflections (20 points; 5 points each)**

Students’ reflections on topics covered throughout the course will be due periodically throughout the semester as noted in the course schedule. Reflections papers should be 2-3 pages (double spaced) and should include the student’s personal and professional reactions to and synthesis of the material covered in class and in readings and other professional literature.

**Grading and Evaluation Procedures:** Students in this course are required to complete all the specified teaching, experiential, and supervision requirements. Please note: Course assignments should be uploaded to Canvas **before the start of class** on the dates specified. When an assignment is turned in late, the student’s grade will be reduced by 10% per day, with no assignments accepted more than 1 week past the due date. Please refer to the Class Policy Statements in the course syllabus for information about excused absences and making up assignments. Students in this course are required to complete the specified course requirements. Students’ final grades are based on these components:

 Teaching Demonstration 1 30 points

 Teaching Demonstration 2 30 points

 Teaching Philosophy 20 points

 Reflections 20 points

 **Total 100 points**

The following scale will be used:

 90-100% = A

 80-89.9% =B

 70-79.9% =C

 60-69.9% =D

 Below 60% =F

**Course Content Outline:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Date** | **Content** | **Readings** | **Assignments Due** |
| 1 | 8/17/2015 | Introduction to courseRoles and responsibilities related to educating counselorsEthics related to teaching | *ACA Code of Ethics* codes F.7, F.10M: Ch. 22 |  |
| 2 | 8/24/15 | Diversity in the Classroom Learning Styles and TheoriesTeaching Philosophies | *ACA Code of Ethics* codes F.11M: 11, 12, & 21W: 1 & 12Nilson Ch. 25 | **Teaching assessments due** |
| 3 | 8/31/15 | Syllabi and Learning OutcomesAccreditation & Curriculum Development Lesson Planning | M: Ch. 3W: Ch. 2CACREP 2016 Standards | **Reflection due: Roles and responsibilities of counselor education faculty** |
| 4 | 9/7/15 | **Labor Day – No Class** |  |  |
| 5 | 9/14/15 | Lesson PlanningTeaching Methods in Counselor Education: Lecture | W: Ch. 3M: Ch. 6 | **Teaching philosophy due (first draft)** |
| 6 | 9/21/15 | Teaching Demonstrations\* |  |  |
| 7 | 9/28/15 | Teaching Methods in Counselor Education: Reading and Writing Assignments Class discussions and Seminars | M: Ch. 4, 5, & 16W: Ch. 4 |  |
| 8 | 10/5/15 | Teaching Methods in Counselor Education: Action and Experiential Learning | M: Ch. 14 & 15W: Ch. 5 & 6 | **Teaching philosophy peer reviews due** |
| 9 | 10/12/15 | Teaching & Evaluation Methods in Counselor Education | M: Ch. 7 -9 | **Reflection due: Teaching methods** |
| 10 | 10/19/15 | Evaluation Methods in Counselor Education | W: Ch. 112016 CACREP Standards Section 4 |  |
| 11 | 10/26/15 | Technology in Counselor Education Distance Counselor Education | M: Ch. 17W: Ch. 7 & 8 | **Reflection: Evaluation methods****First teaching demonstration due** |
| 12 | 11/2/15 | Student issues in Counselor Education | M: Ch. 13*ACA Code of Ethics* Code F. 8 & F.9 |  |
| 13 | 11/9/15 | Overview of the faculty role: Teaching and mentoring |  | **Reflection: Student issues and remediation** |
| 14 | 11/16/15 | Teaching Demonstrations\* |  | **Revised teaching philosophy and reflections due** |
| 15 | 11/23/15 | **Thanksgiving Break – No Class** |  |  |
| 16 | 11/30/15 | Review of Teaching Demonstrations |  | **Second teaching demonstration due**  |

\* Notes no in-class meeting

**Class Policy Statements:**

1. Attendance: Students may miss up to one class without penalty. Additional absences will result in a 10-point grade reduction. Students will be held responsible for any content covered in the event of an absence. Students are expected to be on time for class.
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 Student Policy eHandbook [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies) for more information on excused absences.
3. Course communication: Canvas will be used as the medium to transfer educational materials for this course. Students will upload completed assignments to Canvas and bring them to class only when instructed. University e-mail (**NOT** messages through Canvas) will be the primary avenue of communication with the instructor in between class sessions.
4. 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 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.
5. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies) 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.
6. Educational Accessibility Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).
7. 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, an addendum to your syllabus and/or course assignments will replace the original materials.
8. 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
9. Use of Electronics: Cell phones must be put on silent and stored during class times, unless the instructor is notified of special circumstances (e.g., on-call professional services, family emergencies). Computers and electronic notepads are welcomed, **but may be used for class purposes only and must not be a distraction.**

**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