**COUN 7970**

Teaching Colloquium

 ***Fall 2023***

***Fridays***

***9:00AM-10:50***

***Haley 2011***

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**Department of Special Education, Rehabilitation, and Counseling/School Psychology**

**College of Education**

Instructor Information:

**Evelyn Hunter, Ph.D.**

**Associate Professor**

**GTA: LaKaylyn Washington**

**2064 Haley Center**

**eac0006@auburn.edu**

**334-844-7608**

Office Hours: By appointment

**SYLLABUS**

1. **Course Number:** COUN 7970

 **Course Title:**  Teaching Colloquium

 **University:**  Auburn University

 **Prerequisites:**  None

 **Instructor:**  Evelyn Hunter / LaKaylyn Washington

 **Contact Info:**  lkw0017@auburn.edu

 **Class Meeting:**  Friday’s 9:00AM-10:50AM

1. **Date Syllabus Prepared:** August 2023
2. **Course Description: The course** focuses on pedagogical skills, course and curriculum construction, university policies and professional development in support of their first teaching experience.
3. **Course Objectives: Upon completion of this course, students will be able to demonstrate the following learning outcomes:**
4. Instructional and curriculum design, delivery, and evaluation
5. Ethical and culturally relevant teaching strategies
6. University and department-wide policies and procedures for instruction
7. Teaching style and Pedagogical skill development
8. **Text(s) and Required Readings**

No required text for the course. All materials will be outlined and/or provided in Canvas.

1. **Course Schedule (tentative):** contents in this schedule may tentative and therefore are subject to change.

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| --- | --- | --- |
| Week | Topics Covered | Resources |
| Week 1-August 18th | Introduction to course, How to prep for your courses, and FAQ. |  |
| Week 2-August 25th  | Diversity, Equity, and Inclusion: Dr. Hunter |  |
| Week 3- September 1st | Design, facilitate, reflect: Three steps to course design. | Backward Design- Biggio Center |
| Week 4- Sept. 8th | Pedagogy: Teaching styles and theories overview |  |
| Week 5- Sept. 15th | Teaching Strategies: Student engagement Techniques (Engaged Active Student Learning) Basic Classroom Teaching Skills, Class Warmups, Discussion strategies | Google Infused Classroom- Clark & AvrithThe Power of Making Thinking Visible- Ritchart & Church The Gift of TeachingCOUN 2000:110 Experiences for Multicultural Learning- Paul Pedersen |
| Week 6- Sept 22nd | Teaching Strategies: Creating Safe Classrooms | Teaching Students to be Peacemakers- David Johnson Roger Johnson Bell hooks- Teaching to Transgress |
| Week 7- Sept. 29th | Student Evaluation Activities: Assessing student learning | Teaching and Learning in Counselor Education- Javier VelaTeaching College by Norman Eng |
| Week 8- Oct 6th | Student Evaluation Activities: Assessing student learning | Examples of quality evaluation, this week will answer the question of, how do I grade this assignment? Access to rubrics, student work, writing objectives, essential questions for a particular lecture.  |
| Week 9- Oct 13th | Guest Speaker and GTA Presentations |  |
| Week 10- Oct 20th  | Guest Speaker and GTA Presentations |  |
| Week 12- Oct 27th | Guest Speaker and GTA Presentations |  |
| Week 13- Nov 3rd | Guest Speaker and GTA Presentations |  |
| Week 14- Nov 10th | Guest Speaker and GTA Presentations |  |
| Week 15- Nov 24th | Break; No Classes |  |
| Week 16 – December 1st  | Finals Week; No Class |  |

1. **Course Requirements/Evaluations**

**Practice:** During class-time, we will practice many of the techniques, strategies, or skills learned in lecture content. Please be prepared to participate accordingly.

**GTA Lecture Presentations:** Each first-time instructor will present a course lecture designed to fit a topic in their course. For the purposes of this in-class assignment, instructors can present a PPT already shared/taught in class with student or one that they plan to use for teaching purposes with students in the future. Each instructor will get feedback during class time regarding their presentations. Feedback will focus on teaching style, pedagogical skill, and potential for student engagement/evaluation.

1. **Class and University Policy Statements:**

**Attendance Policy:** As this is a practicum course, attendance is required. Students are expected to attend all class meetings in person or online, e.g., via Zoom. **Please note the Auburn COVID-19 policies.** Active, cooperative, and collaborative learning are strongly emphasized in this class. Thus, open, and active participation is expected from students. **As stated in the Course Requirements, students with more than one unexcused absence will result in an Unsatisfactory grade in this class. After one unexcused tardy or early departure of 15 minutes or more, each subsequent tardiness or early departure will be considered an unexcused absence from class.**

Students are granted excused absences for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, death 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. Note there are also exceptions regarding COVID-19 as described by Auburn University policies at https://ahealthieru.auburn.edu/. 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 *Student Policy eHandbook* at www.auburn.edu/studentpolicies for more information on excused absences. For an excused absence to not count against the attendance grading requirement, students must make up the missed class period in a manner acceptable to the course instructor within one week of the absence or notification of absence (in cases when notice prior to the absence is not possible—but again, all excused absences must be communicated to the instructor no later than one week of the absence).

**Respect:** When providing feedback and consultation to other students, it is expected that you will be respectful of one another. You will be encouraged to challenge your colleagues and provide constructive feedback. This feedback from individuals who know you well is extremely valuable in improving your skills as a therapist. Your feedback should be provided in a way that communicates respect, facilitates your peers’ learning, and conveys your interest in learning from your peers. Should it be determined that your feedback is provided in a way that undermines the experiential learning in this course, you will be asked to remediate your behavior and you may be referred to the counseling psychology faculty for formal remediation.

**Accommodations:** Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting with me during the first week of classes, or as soon as possible if accommodations are needed immediately. 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).

**Honesty Code:** All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook (http://www.auburn.edu/student\_info/student\_policies/) will apply to this class. 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 CommitteeWe, the faculty, instructors, and students of COUN 8910 pledge to fulfill our mutual responsibilities to each other and the academic community at large with honor and integrity in order to build and maintain a climate of respect and trust that will enhance our research, teaching, and learning. We will support the Honor System of the School, and will not tolerate activities that undermine academic integrity.

**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:

* + Engage in responsible and ethical professional practices.
	+ Contribute to collaborative learning communities.
	+ Demonstrate a commitment to diversity.
	+ Model and nurture intellectual vitality.

 **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, 2016). All academic content approved by CACREP is for advanced Masters and/or Doctoral graduate

1. **COVID-19 Related Policies**

**Statement on COVID-19 Physical Distancing**

Face coverings are not a substitute for physical distancing. Students shall observe physical distancing guidelines where possible in the classroom, laboratory, studio, creative space setting and in public spaces.

Students should avoid congregating around doorways before or after class sessions. If the instructional space has designated entrance and exit doors students are required to use them. Students should exit the instructional space immediately after the end of instruction to help ensure social distancing and allow for the persons attending the next scheduled class session to enter.

**Face Covering Policy**

In response to COVID-19, and in alignment with Auburn University's Presidential directives, and local, state, and national health official guidelines face coverings are required at all times while on campus, except when alone in a private office. This includes the classroom, laboratory, studio, creative space, or any type of in-person instructional activity, and public spaces. "A “face covering” is defined as a “covering that fully covers a person’s nose and mouth, including without limitation, cloth face mask, surgical mask, towels, scarves, and bandanas.

If a student has a medical exception to the face covering requirement, please contact the Office of Accessibility to obtain appropriate documentation.

**Possibility of Going Remote**

In the event that the University is forced to move to fully online instruction, please be assured that the learning goals and outcomes of the course will not change; however, some aspects of the course will change in terms of the mode of delivery, participation, and testing methods. Those details will be shared via a Canvas Announcement within 24 hours of the announcement that we are going remote. Please be prepared for this contingency by ensure that you have access to a computer and Internet.

**Assignments/Schedule Subject to Change Due to Pandemic**

The course schedule and assignments are designed with the most up-to-date information and policies in mind. If the situation changes I will make every effort to keep the schedule as consistent as possible; however, please note that the due dates for assignments and tests may be changed during the semester in response to the changing health and safety requirements or policies of the University. When changes are made, they will be communicated via Canvas Announcement, Canvas message, and all assignment due dates will be updated.

**In the Event a Student in Class Tests Positive**

Students must conduct daily health checks in accordance with [CDC guidelines (Links to an external site.)](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html). Students testing positive for COVID-19, exhibiting COVID-19 symptoms or who have been in direct contact with someone testing positive for COVID-19 will not be allowed to attend in-person instructional activities and must leave the venue immediately. Students should contact the [Student Health Center (Links to an external site.)](https://cws.auburn.edu/aumc/) or their health care provider to receive care and who can provide the latest direction on quarantine and self-isolation. Contact your instructor immediately to make instructional and learning arrangements.

**In the Event I Test Positive or Am Required to Quarantine**

If I am unable to attend our F2F portions of the class, we will transition to a fully online course until I am allowed to return. If I become ill or unable to lead the class, a backup instructor will be identified and they will communicate any changes or updates to the course schedule or mode of instruction as soon as possible.

**Zoom Policies**

When we meet on Zoom, your attendance, attention, and participation are expected. Zoom participation requires you to keep your video on and your microphone muted when you are not speaking. Although you may be participating from your domicile, our Zoom meetings are professional interactions. You should dress and behave as you would in a normal F2F classroom. To the extent possible, please minimize distractions in the background. I reserve the right to dismiss anyone from a Zoom meeting whose environment or behavior is distracting or problematic. If you have any issues with sharing your video feed, adhering to this policy, or anything else related to your use of Zoom please notify me via email in the first week of class. I’m happy to consider and provide accommodations, but you will need to be in communication with me.

**Attendance**

Your health and safety, and the health and safety of your peers, are my top priorities. If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, you should not attend in-person classes. You will not be penalized for such an absence nor will you be asked to provide formal documentation from a healthcare provider. My hope is that if you are feeling ill or if you have been exposed to someone with the virus, you will stay home to protect others. I don’t want the need for documentation to discourage you from self-isolating when you are experiencing symptoms.

Please do the following in the event of an illness or COVID-related absence:

* Notify me in advance of your absence if possible
* Keep up with coursework as much as possible
* Participate in class activities and submit assignments electronically as much as possible
* Notify me if you require a modification to the deadline of an assignment or exam

Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related issues, please let me know as soon as possible so we can discuss your options.