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**DEPARTMENT OF SPECIAL EDUCATION, REHABILITATION, AND COUNSELING**

**SYLLABUS**

**Course Number: COUN 8550**

**Course Title: Counselor Education Pedagogy**

**Credit Hours:** 3 Semester hours

**Prerequisites:** Doctoral standing in Counselor Education

**Corequisites:** None

**Meets:** Thursdays, 4:00 – 6:50 PM CST,Haley Center 3332

**Date Syllabus Revised:** August 2020, August 2021, August 2022, August 2023, August 2024

**Instructor:** Lindsay Portela, Ph.D., LPC, NCC

Email: [lkp0004@auburn.edu](mailto:lkp0004@auburn.edu)

Office: 2018 Haley Center

Office Hours: Scheduled in person or by zoom

**Required:**

Haddock, L.R., & Whitman, J.S. (2019). *Preparing the educator in counselor education: A comprehensive guide to building knowledge and developing skills.* Routledge.

Hooks, B. (1994). *Teaching to transgress: Education as the practice of freedom.* Routledge.

Palmer, P. J. (2007). *The courage to teach: Exploring the inner landscape of a teacher’s life*. Jossey-Bass.

**Additional Required Readings:**

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

Association for Counselor Education & Supervision Teaching Initiative Taskforce. (2016). *Best practices in teaching in counselor education*.

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

\*Other Readings Posted on CANVAS

**Recommended:**

Ambrose, S. A., Bridges, M. W., DiPietro, M., Lovett, M. C., & Norman, M. K. (2010).

How learning works: 7 research-based principles for smart teaching. San Francisco, CA: Jossey-Bass.

Bain, K. (2004). What the best college teachers do. Cambridge, MA: Harvard University Press.

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

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

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

**Class Format:** This course is designated as a digital delivery course that is provided in an in-person format. The course also utilizes digitally delivered content and evaluation formats (Tevera, Canvas and Zoom).

## Course Objectives:

Upon completion of this course, students will gain knowledge and skills related to:

1. 1.   Roles and responsibilities related to educating counselors (CACREP 6.B.3.a).
2. andragogy and adult learning theories (CACREP 6.B.3.b)
3. teaching methods relevant to counselor education (CACREP 6.B.3.c)
4. curriculum design and instructional delivery (CACREP 6.B.3.d)
5. the use of technology in instructional design and program delivery types (CACREP 6.B.3.e)
6. integration of diversity, equity, inclusion, and social justice principles and practices in the counselor education curriculum (CACREP 6.B.3.f)
7. universal design to meet the needs of all students with respect for individual differences in learning (CACREP 6.B.3.g)
8. instructional and curricular evaluation methods (CACREP 6.B.3.h)
9. screening, remediation, and gatekeeping functions relevant to teaching (CACREP 6.B.3.i)
10. assessment of student learning and professional dispositions (CACREP 6.B.3.j)
11. legal and ethical issues and responsibilities in counselor education for all program delivery types (CACREP 6.B.3.k)
12. culturally sustaining strategies for counselor education (CACREP 6.B.3.l)
13. the role of mentoring in counselor education (CACREP 6.B.3.m)

*These course objectives are based on the CACREP (2024) standards pertaining to doctoral programs in Counselor Education and Supervision.*

Course Requirements

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

1. **Teaching Philosophy and Diversity Statement**

* Students will develop a Teaching Philosophy that includes a diversity statement about how diversity, equity, and social justice are reflected in their teaching.
* Students will provide and receive peer reviews on their teaching philosophies.
* Students will have the opportunity to revise philosophies based on feedback (peer and instructor).
* Students will reflect on how this philosophy has been demonstrated during their actual teaching demonstrations.

1. **Teaching Demonstrations (2): course instructional experience**

Students will be assigned a course by the instructor. The length of the teaching demonstration will be a minimum of 60 minutes (most students will be teaching a full class session or co-teaching with another student) and should 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 integration of diversity, equity, inclusion, and social justice principles within their teaching.
  + **Requirements:** 
    - Identification and Description of Course and Lecture Topic
    - Outline of Lesson Goals and Objectives
      * Consider how your teaching methods or processes reflect your Teaching Philosophy
    - Identification and Discussion of Teaching Methods (e.g., discussions, lecture, experiential activities, case studies)
    - Identification of Assigned Readings and Resources
    - Power Point Presentation/Lecture
* As part of your lecture, address how the content is applicable or considers the specialty areas: School Counseling, Clinical Rehabilitation Counseling, Clinical Mental Health Counseling
* **Self-evaluations** are required for the teaching demonstration.
* Students will develop and use a teaching evaluation to receive students’ feedback, ***this is only required for one demonstration.***
* **Evaluation of Instruction:** 
  + The teaching demonstration must be videotaped and submitted to the course instructor for evaluation.
    - Video cameras are available for check out in the Learning Resource Center (LRC) located at 3408 Haley Center if you are in a room that does not provide videotaping capability.
    - Students in your classes need to be informed that you are taping the session.
  + **Requirements:**
    - Submission of a taped **teaching demonstration**, submitted in BOX and shared with the course instructors and collaborating instructors.
    - **Evaluation of Teaching by Students (one demonstration)**
    - **Self-Evaluation of Teaching.** Students will reflect on the teaching demonstration responding to each of the following prompts:
      * 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.
      * Are the issues of diversity, social justice or equity reflected in this demonstration (e.g., lecture, resources, class activities) if yes discuss?
      * 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?
* **Course Evaluation Method** 
  + Students will be required to develop one method to evaluate student’s learning.
    - This method may be developed, and when possible also used in the class session (not required).
  + This evaluation may be an assignment, an in-class assessment of learning, or other methods to assess student’s learning, ability to apply content, or processing of content.
  + Requirements:
    - Identify and describe one course or lecture evaluation method.
    - Discuss how this activity/assignment will be/or would be used to assess specific course objectives (reflected in Lesson Plan).
    - Provide and describe the evaluation method (e.g., rubric, observation) that you will use to assess outcomes.

1. **Teaching Colloquium**

Discussion and reflection on your changes and pedagogical growth throughout the semester.

* **Reflection:**
* What did you learn about yourself in relation to teaching?
* How was your teaching philosophy reflected in your demonstration(s)?
* What was the most challenging and the most rewarding aspects of your teaching?
* From first day to now-how has your view and role as a counselor education changed?

**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 Philosophy 50 points

Teaching Reflections 25 points (5)

Teaching Demonstration 1 50 points

Teaching Demonstration 2 50 points

Teaching Colloquium 25 points

**Total 200 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

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| **Course Assignment** | **Due Date** | **Evaluation** | **CACREP Professional Standards** |
| Teaching Philosophy | Draft: 10/6  \*Final: 12/8 | Final: 50 points | CACREP 6.B. a., b., c., d., |
| Teaching Reflections | Assigned in class and through Canvas | 25 points (5) | CACREP 6.B.a., b., c., d., e., f., g., h., i., j., k., l., m. |
| Teaching Demonstration 1 | \*11/3 | 50 points | CACREP 6.B.a., b., c., d., e., f., g., h., i., j., k., l. |
| Teaching Demonstration 2 | \*12/8 | 50 points | CACREP 6.B.a., b., c., d., e., f., g., h., i., j., k., l. |
| Teaching Colloquium Reflection | 12/8 | 50 points | CACREP 6.B.c., d., i., j., k., m. |
| Total Points: | 200 |  |  |

**\*Please note, these assignments can be submitted earlier, depending on your teaching demonstration schedule. Please notify me when you have submitted the materials.**

## Course Schedule

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| **Week** | **Date** | **Content** | **Readings** | **Assignments Due** | **CACREP Standards** |
| 1 | 8/29 \* | Introduction to course.  Roles and responsibilities related to educating counselors. | H&W: Chapter 1  ACES (Preface, p.4-9; Section 3, p. 30-37, Section 9, p. 92-102) |  | CACREP  6. B.a. |
| 2 | 9/5  Asynchronous | Curriculum design and instructional delivery:  CACREP 2024  Learning Theories, andragogy, and adult learning theories  Universal Design and Lesson Planning/Teaching | H&W: Chapter 5,7, & 8  CACREP 2024 Standards  ACES (Section 5) |  | CACREP 6.B.c., d., g. |
| 3 | 9/12 \* | Curriculum design and instructional delivery:  Developing a Teaching Philosophy  Ethical and Legal Issues: Understanding Remediation, Retention and Dismissal | H&W: Chapters 7, 8  Palmer: Chapter 1  CACREP 2024 Standards  *ACA Code of Ethics* 2014: Section F  ACES (Section 2, p.19-29; Section 10, p.103-121) | Reflection 1 Due 9/15  CACREP 6.B.a., b., c., d., e., f., | CACREP 6.B.c., d., k., |
| 4 | 9/19 - | Pedagogy and teaching methods relevant to counselor education: Skills and Knowledge  Creating and supporting engaging class environments | H&W: Chapter 10  Palmer: Chapter 3  ACES (Section 5)  Additional readings posted to CANVAS | **Reflection 2 due 9/22**  CACREP 6.B.a., b., c., d., e., f., g. | CACREP 6.B.c., d., |
| 5 | 9/26 \* | Pedagogy and teaching methods relevant to counselor education: Skills and Knowledge  Experiential Learning, Application, and Discussions | H&W: Chapter 10  Palmer: Chapter 3  ACES (Section 5) |  | CACREP 6.B.c., d. |
| 6 | 10/3 \* | Instructional and curricular evaluation methods:  Evaluation of your teaching: methods and practices | CACREP 2024 Standards  ACES (Section 4)  Additional readings posted to CANVAS | **Teaching Philosophy Draft due 10/6**  CACREP 6.B. a., b., c., d., e., f., g., h. i., j., k. | CACREP 6.B.c., d., i., j., k. |
| 7 | 10/10 - | The use of technology in instructional design and delivery across teaching platforms  Synchronous and Asynchronous methods in Counselor Education | H&W: Chapter 5  Palmer: Chapter 3 |  | CACREP 6.B.c., d., e. |
| 8 | 10/17  Demonstration | Class Session for on-campus teaching demonstration | ACES (Section 6) |  | CACREP 6.B.c , d., f., g., h., |
| 9 | 10/24 | Integration of diversity, equity, inclusion, and social justice principles and practices:  Teaching content, teaching methods and integration into teaching practice  Culturally sustaining strategies in counselor education teaching | H&W: Chapter 2,3, & 4  **Completion of Hooks**  ACES (Section 1)  Videos:  Antiracist Teaching in Counseling: Fostering Knowledge on Racism, Oppression, Privilege, and Violence  Racial Microaggressions in Online Teaching | **Reflection 3 due 10/27**  CACREP 6.B.a., b., c., d., e., f., g., h., i., j., k., l. | CACREP 6.B.c., d., f., l. |
| 10 | 10/31 | Mentoring in Counselor Education | H&W: Chapters 11 & 12  Palmer: Chapters 6 & 7  Additional readings posted to CANVAS |  |  |
| 11 | 11/7 \* | Online Teaching Experience | ACES (Section 4) | CACREP 6.B. a., b., c., d., e., f., g., h. i., j., k., l. | CACREP 6.B.c , d., e., f., g., h., |
| 11 | 11/14 \* | Mentoring in Counselor Education | H&W: Chapters 11 & 12  Palmer: Chapters 6 & 7  Additional readings posted to CANVAS | **Reflection 4: Mentoring Process Due 11/17**  CACREP 6.B.m. | CACREP 6.B.m. |
| 12 | ALCA CONFERENCE | | | | |
| 13 | 11/25 – 11/29 |  | Thanksgiving Break |  |  |
| 15 | 12/5 \* | Teaching Colloquium |  | **Final Teaching Philosophy**  **Teaching Colloquium and Reflection 5**  **Teaching Demonstration 2**  **All due 12/8**  CACREP 6.B. a., b., c., d., e., f., g., h. i., j., k., l. | CACREP 6.B.a., c., d. |

Classes end 12/6/2024 – syllabus is subject to change

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: Please see the *Student EPolicy Handbook* at [www.auburn.edu/studentpolicies](https://cas.auburn.edu/owa/redir.aspx?C=ef2eb0b81d90495098a27dc4053361aa&URL=http%3a%2f%2fwww.auburn.edu%2fstudentpolicies) for more information on excused absences.
3. Make-Up Policy: Arrangement to make up a missed major assignment can be discussed following the policies pertaining to excused absences and the COVID-19 policies. Please be aware that you are to notify the instructor about these issues so as a plan can be developed to address the assignment.
4. Academic Honesty: All portions of the Auburn University student academic honesty code (Title XII) found in the *Student EPolicy Handbook* 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. 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.
6. 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

**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 study. This includes rigorous evaluation standards of students completing the student learning outcomes specified in this syllabus.

**Policy Related to the Use of AI for Classroom Assignments**

The Counselor Education Programs (CED) has a comprehensive policy on the use of Artificial Intelligence (AI). As the acceptable use of AI varies, please consult your instructor on how AI can be used within specific courses and/or clinical settings. Please understand that violations of this policy can be considered a form of plagiarism. Please see the CED Programs Handbook for the full AI policy.

**Policy Related to the Use of Zoom for Class Meetings**

* Zoom participation requires you to keep your video on and your microphone muted when you are not speaking.
  + If you have a need for technology to support your participation in this class or do not have a space conducive for participating - SERC provides private individual counseling spaces (Counseling Lab) that you can reserve and use for class sessions.
  + Please know that you can blur your background if you are not comfortable sharing your space or environment during classes conducted online.
  + Please limit all distractions such as your phone or attending to other work on your computer.  It is often very apparent that a student is distracted and that impacts the class environment for everyone.
  + Students can turn off their cameras briefly if needed (e.g., break).   These pauses should be *short*.  Having students on camera provides a higher level of engagement for all participants.
  + If you have questions during class, you can raise your hand (in real time or via Zoom).
  + Please know that sometimes it is challenging to be teaching and attending to students and reading messages in Chat, especially if I am also sharing content.   If I don’t respond to a comment or discussion in Chat, please let me know.
* 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.
  + Please minimize distractions in the background as much as possible.
  + Participating in spaces that are not conducive to zoom attendance (e.g., public spaces, vehicles) should be discussed with the instructor prior to the class session and should only be used when there are no other alternatives.
* Recording Sessions: Due to the nature of our classes and the possibility that we may be discussing content that is confidential in nature:
  + Instructors can record sessions and will notify students when the class session is being recorded (e.g., teaching demonstrations, making the session available to other students, speakers)
    - Confidential content (e.g., supervision sessions) will be retained following appropriate ethical and legal practices as well as CED policies (e.g., password protected BOX folders).
    - Students can request that the recording be stopped if they wish to discuss a topic that they do not want recorded.  *In areas such as supervision this may not be possible*.
  + You should participate in spaces that allow for these discussions and do not have others present in the room while you are using it for class or supervision.
  + As per University policies, 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 so we can discuss if accommodations are possible.

**Diversity Statement**

A central foundation of the mission of the Counselor Education programs is the preparation of counselors and counselor educators to work in an increasingly diverse society. The program’s understanding of diversity encompasses culture, sexual and gender identity, race, ethnicity, socioeconomic status, ability, and other aspects of individual identity. The program believes that meeting these goals requires that students and faculty engage in advocacy, equity, inclusion, and culturally sustaining practices. This includes students demonstrating these principles in their academic, clinical practice and professional development engagement.

These principles are in alignment with our professional, ethical, and accreditation standards including: Council for the Accreditation of Counseling and Related Programs (2024 standards) American Counseling Association’s Code of Ethics (ACA, 2016), American Rehabilitation Counseling Association (ARCA), the Commission on Rehabilitation Counselor Certification (CRCC), American Mental Health Counselors Association (AMCHA), and the American School Counselor Association (ASCA). Overall, we seek to create educational and learning environments that support, sustain, and challenge students to address their development as professionals related to and representative of culturally sustaining practice.

**Accommodations Statement**

Auburn University and the Counselor Education program are committed to ensuring student success by providing them with the appropriate supportive resources when necessary. We encourage students to exercise their right under the Americans with Disabilities Act to access academic accommodations. Students who need accommodations should submit their approved accommodations through the AIM Student Portal on AU Access and follow up with the instructor about an appointment. It is important for the student to complete these steps as soon as possible; accommodations are not retroactive. Students who have not established accommodations through the Office of Accessibility but need accommodations should contact the Office of Accessibility at ACCESSIBILITY@auburn.edu or (334) 844-2096 (V/TT). The Office of Accessibility is located in Haley Center 1228. Once a student has begun the process for accommodations, they are responsible for scheduling a meeting with faculty to discuss how these accommodations will be implemented in practice. Faculty are committed to working with students to support their needs in conjunction with the Office of Accessibility.