

# COLLEGE OF EDUCATION



Faculty, staff and students  
strive to prepare and be professionals who are:

## *Competent*

equipped with the knowledge, skills  
and technological expertise to help  
all individuals learn and develop

## *Committed*

dedicated to the ethical practices and collaboration  
that serve as the foundation of a diverse  
and intellectually vibrant society

## *Reflective*

devoted to analyzing their own past practices  
in ways that fuel ongoing learning  
and improve future practices

*A Keystone in Building a Better Future for All*



AUBURN  
UNIVERSITY

Auburn University is an equal opportunity educational institution/employer.



**AUBURN UNIVERSITY  
SYLLABUS**

1.   **Course Number:**                   COUN 8970  
      **Course Title:**                Special Topics: Teaching Pedagogy  
      **Credit Hours:**               3 Semester hours (Lecture 3)  
      **Prerequisites:**               Graduate Standing
2.   **Date Syllabus Prepared:**       December 2007, Revised 2008, 2009, 2010; 2012, Spring 2014
3.   **Text(s):**  
      **Required:**

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

Svinicki, M. & McKeachie, W. (Eds.). (2014). *McKeachie's Teaching Tips*. New York: Houghton Mifflin (14<sup>th</sup> Ed.).

Recommended:

Bain, K. (2004). *What the Best College Teachers Do*. Cambridge, MA: Harvard University Press

Fielne, P. (2005). *The Joy of Teaching*. Chapel Hill, NC: The University of North Carolina Press.

Davis, B. G. (2009). *Tools for Teaching*. San Francisco: Jossey-Bass (2<sup>nd</sup>. 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 learning outcomes:

- a) Understands the major roles, responsibilities, and activities of counselor educators\*;
- b) Knows the instructional theory and methods relevant to counselor education\*;
- c) Understands ethical, legal, and multicultural issues associated with counselor preparation and training\*;
- d) Develops and demonstrates a personal philosophy of teaching and learning\*;
- e) Demonstrates course design, delivery, and evaluation methods appropriate to course objectives\*;
- f) Demonstrates the ability to assess the needs of counselors in training and develop techniques to help students develop into competent counselors\*;
- g) Ability to modify teaching methods to address individual differences in learning styles;
- h) Awareness of the standards and competencies that guide counselor education curriculum and program requirements.

Please note: \*refers to CACREP 2009 standards

6.   **Course Content Outline:**

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

Week 1: Orientation

Week 2 & 3: Understanding Theory and Teaching Philosophy

1. Developing teaching philosophies
2. Application of teaching philosophy

Week 4 & 5: Counselor Education theories and teaching methodology

1. Counselor Education teaching methods
  - a. Case Based
  - b. Experiential
  - c. Skill Development
  - d. Application and processing
2. Research on Counselor Education teaching methods

Week 6 & 7: Lesson Planning in Counselor Education

1. Curriculum requirements in Counselor Education
2. Developing courses in Counselor Education
3. Evaluating course plans and implementation

Week 8 & 9: Evaluation in Counselor Education

1. Evaluation methods in Counselor Education
  - a. Formative evaluation
  - b. Summative evaluation
  - c. Evaluation of skill development
  - d. Evaluation across the curriculum

Week 10 & 11: Roles of Counselor Educators

1. Teaching standards
2. Ethical and legal issues
3. Remediation and dealing with challenging students
4. Professional development

Week 12 & 13: Cultural diversity and learning differences

1. Social justice in Counselor Education
2. Integration of diversity
3. Addressing learning differences

Week 14 & 15: Counselor Education and professional standards

## **7. Course Requirements:**

### **Reflective and Experiential activities**

#### **Ethical Case: Remediation Planning**

#### **Pedagogy portfolio**

- **Teaching Demonstrations: 2 course instructional experiences**
  - Two - 1 – 1.5 hour lecture
  - Sessions are to be videotaped. Uploaded in dropbox folder
  - One teaching observation by faculty

- One peer teaching observation
- Teaching Philosophy
- Self-Evaluation of Instruction
  - Using the Self-Evaluation Teaching Observation form you are asked to evaluate your 2 teaching experiences
- 2 Lesson Plans: Associated with assigned course
  - Lesson Plans will follow one of the provided or developed formats
  - Consideration of the use of technology, teaching methods to address individual learning style difference, consideration of diversity
  - Resource(s) and materials
- Student Evaluation Method (course/lecture content)
  - Develop 1 evaluation method that can be used in one of your teaching experiences to evaluate the course lecture
- Syllabus for one Masters level course (*can refer to other courses but not duplicate*)

## 8. Grading and Evaluation Procedures:

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

Pedagogy Portfolio: Includes Teaching Demonstrations	50%
Ethical Case: Remediation Planning	25%
Reflective and Experiential Activities	25%

**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:
  - a. Engage in responsible and ethical professional practices
  - b. Contribute to collaborative learning communities
  - c. Demonstrate a commitment to diversity
  - d. 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