**AUBURN UNIVERSITY**

**SYLLABUS**

**1. Course Number:** COUN 8910 (Prerequisite: Successful completion of RSED 8070 B: Professional Teaching in Higher Education)

**Course Title:**  Practicum: Rehabilitation Counseling Teaching

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

**Prerequisites:** Graduate Standing

**2. Date Syllabus Prepared:** December 2007, Revised 2008, 2009, 2010, 2013, 2014

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

**Required:** McKeachie, W. (Ed.). (2002). *McKeachie’s Teaching Tips.* New York: Houghton Mifflin (14th Ed.).

**4. Course Description:**

 This course focuses on the implementation of pedagogical practice, theory, and principles as it relates to rehabilitation counselor education. Course objectives will be met through supervised teaching experiences, and supervisory meetings with assigned course instructor.

**5. Course Objectives:**

 Upon completion of this course, students will be able to:

1. Develop and implement course lesson plans and activities relevant to course content in a psychosocial aspects of disability preparation course;
2. Articulate and operationalize a teaching philosophy;
3. Develop and implement formative and summative methods of evaluation and feedback for students;
4. Demonstrate the use of technology in course instruction;
5. Describe the ethical and legal principles that guide rehabilitation counselor education pedagogy;
6. Develop methods to engage students in class activities and discussions;
7. Identify educational models and theories that guide teaching practice;
8. Ability to modify teaching methods to address individual differences in learning styles;
9. Demonstrate knowledge of research and theories relevant to the pedagogy of counselor education;
10. Demonstrate skills, abilities, and knowledge associated with cultural competence in teaching;
11. Awareness of the standards and competencies that guide rehabilitation counselor education curriculum and program requirements.

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

Course content will involve lecture and participation in class observations, supervised class instruction, and supervision sessions with assigned course instructor. The specific required components of this curricular experience are listed below.

**7. Course Requirements:**

* Teaching Philosophy
* Self-Evaluation of Instruction
	+ Using the Self-Evaluation Teaching Observation form you are asked to evaluate your teaching experience
* Lesson Plans: Associated with assigned course
	+ Lesson Plans will follow the format provided
* Student Evaluation Method (course/lecture content)
	+ Develop 1 evaluation method that will be used in one of your teaching experiences to evaluate the course lecture
* Evaluation of Instruction
	+ Develop various methods to evaluate your teaching
* Syllabus RSED 5020/6020: Psychosocial Aspects of Disability

**8. Grading and Evaluation Procedures:**

Students in this course are required to complete all the specified teaching, evaluation of all student-generated products, and evaluation of any other related course requirements.

 **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. Students are required to participate in all the required course and supervision components (direct and related instruction) of this practicum.
2. University policy prohibits the academic evaluation of students by the doctoral student teacher (e.g., course grades, determinations of satisfactory performance). However, the doctoral student instructor will in collaboration with the course instructor of record determine the final course grade for each student, which will be entered by the instructor of record.
3. Students who need special accommodations in order to teach should make an appointment to discuss the proposed accommodations with the Office of Accessibility. If you do not have an Accommodations Memo, please contact Tracy Donald, Director, The Office of Accessibility, in 1228 Haley Center as soon as possible. Telephone: 334-844-2096 (Voice T/O).
4. No Incompletes will be granted for the teaching assignment. Missed classes, if any, must be accommodated by alternate methods (e.g., make up classes, distance education instruction, or additional requirements that students may do independently) within the timeframe established by the university.