

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 8910
 Course Title: Practicum : Counselor Education Pedagogy
 Credit Hours: 3 Semester hours (Lecture 3)
 Prerequisites: Graduate Standing

2. **Date Syllabus Prepared:** December 2009

3. **Text(s):**

Required: McKeachie, W. (Ed.). (2002). McKeachie's Teaching Tips. New York: Houghton Mifflin (11th Ed.).

4. **Course Description:**

 This course focuses on the development of pedagogical practice, theory, and principles as it relates to counselor education. Course objectives will be met through supervised teaching experiences, teaching observations, 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 counselor 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 counselor education pedagogy;
6. Develop methods to engage counselors-in-training 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 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:

- **Supervised Teaching Instruction: Development of a teaching portfolio***
- Teaching Philosophy
- Self-Evaluation of Instruction
 - Using the Self-Evaluation Teaching Observation form you are asked to evaluate your 3 teaching experiences
- 2 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 one method to evaluate your teaching
- Syllabus for one Masters level course (can refer to other courses but not duplicate)

*CED Portfolio Components

8. Grading and Evaluation Procedures:

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

Supervised Teaching Instruction:

(weight of assignments to be determined by assigned faculty supervisor based on specifics of course used in teaching practicum)

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 expected to participate in all the required course and supervision components of this practicum.
2. Students in this teaching practicum may observe the academic evaluation practices used by the course instructor but based on University policy the academic evaluation of students (e.g., course grades, determinations of satisfactory performance) must be determined solely by the course instructor of record.
3. Students who need special accommodations should make an appointment to discuss the Accommodations Memo during office hours as soon as possible. If you do not have an Accommodations Memo please contact Tracy Donald, Director, [Program for Students with Disabilities](#), in 1228 Haley Center as soon as possible.
Telephone: 334-844-2096 (Voice T/O).
4. Incompletes will be granted only in cases of medical or personal emergencies.

Lesson Plan Format

Description of Course:

Date:

Description of Lecture:

Educational Goals:

Description of Instructional Methods:

Description of Class Activities, Discussion Exercises, or other Experiential Instructional Techniques:

Evaluation of Class Instruction and Outcomes:

Attach all handouts, power point slides and other supporting materials

Teaching Observation Form
Counselor Education & Supervision
Teaching Practicum/Internship

Teacher _____ Supervisor _____
Course _____, Class Size _____ Sem/yr. _____

<i>Skill/Behavior</i>	<i>Y</i>	<i>N</i>	<i>N/A</i>	<i>Comments</i>
Rapport is quickly established				
Calls students by name				
States daily goals/provides overview				
Links to previous lesson(s)				
Points are logically linked				
Examples are used to support points				
Student participation is reinforced				
Student questions are encouraged				
Student questions are answered				
Clear, logical questions are posed				
Demonstrations are effective				
Material is contextualized to future work Settings				
Current research is used to support points				
Assignments/activities require critical thinking				
Activities are clearly explained including goals, procedures and expected outcomes				
Erroneous ideas are constructively challenged				
Support and encouragement are provided in ambiguous situations				
Multiple instructional methods are used				
Technological competence is evident				
Individual differences in learning are accommodated				
Students are attentive				
Students are responsive				
Positive attitude is conveyed				
Humor is used appropriately				
Respect for students is demonstrated				
Enthusiasm is evident				
Uses body posture, movement and gestures to complement, not detract from lesson				
Changes tone of voice and facial expression to maintain interest, pace lesson				

Additional Comments:

Additional Self-Evaluation Questions

- 1. What aspects of the lecture and instruction did you think were most successful?**
- 2. What aspects of the lecture and instruction did you think were most challenging?**
- 3. Discuss your goals and the actual outcomes in the class?**
- 4. Discuss any challenges you had with student issues? How did you handle them?**
- 5. What changes would you make to the lecture, or delivery of the lecture, in the future?**