## AUBURN UNIVERSITY

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

**SYLLABUS**

**Summer Semester 2023**

**Course Number: COUN 8910 – Teaching Practicum**

**Course Title: Teaching Practicum**

**Credit Hours:** 3 Semester hours

**Prerequisites:** Doctoral standing in Counselor Education

**Corequisites:** None

**Date Syllabus Prepared:** August 2017, Revised August 2018, 2019, 2021, 2022,2023, January 2025

**Instructor:** Kevin White, Ph.D., LPC, CPCS, NCC

Email: carnejs@auburn.edu

Office: 2054 Haley Center

Office Hours: By appointment

## Texts Required:

Haddock, L. R & Whitman, J. S. (2019). *Preparing the educator in counselor education*. Routledge, New York, NY.

Sue, D. W. (2016). *Race talk and the conspiracy of silence: Understanding and facilitating difficult dialogues on race*. Wiley, Hoboken, NJ.

Nilson, L. B. & Goodson, L. A. (2017). *Online teaching at its best: Merging instructional design with teaching and learning research*. Jossey-Bass, San Francisco, CA.

## Recommended:

Boettcher, J. V. & Conrad, R. (2016, 2nd Ed.). *The online teaching survival guide: Simple and practical pedagogical tips*. Jossey-Bass, San Francisco, CA.

Okech, J. A. & Rubel, D. J. (2019). *Counselor education in the 21st century*. ACA, Alexandria, VA.

Svinicki, M. D. & McKeachie, W. J. (2013, 14th Ed.). *McKeachie’s teaching tips*. Wadsworth, Belmont, CA.

Lang, J. M. (2016). *Small teaching: Everyday lessons from the science of learning*. Jossey-Bass, San Francisco, CA.

## Course Description:

Advanced preparation in counselor education teaching with a specific focus on the application of learning theories and approaches, engaging in course development, evaluation in teaching and teaching methodologies for in-person and online instruction. The course also addresses issues of ethics, accreditation, professional standards and integration of diversity, social justice, and advocacy.

##  Teaching Practicum Placement

## This practicum experience is supervised by the Instructor of COUN 8910 Teaching Practicum (Group Supervisor).

## Students will work with the CED Program Coordinator prior to the semester of placement in Teaching Practicum to coordinate placements.

## The student is required to contact the Course Instructor for the course they are assigned. This should be done the semester prior to starting the teaching practicum. This discussion will include teaching experiences and scheduling the required teaching demonstrations.

## The student will have group supervision sessions via a distance delivery method (i.e., Canvas and Zoom) during the teaching practicum experience.

## Course Objectives:

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

to:

* 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 and practicum experiences:

All materials developed for this course should be developed by you. Consider in this process how this reflects your teaching philosophy, learning objectives and course focus. When possible, build in links from previous lectures or content.

The faculty member assigned to your course may choose to also evaluate you and provide feedback, but the instructor of teaching practicum will be your primary supervisor for this course and will evaluate your teaching demonstrations.

**I. Teaching Demonstration 1: (minimum of 120 minutes of teaching)**

* Lesson Plan
	+ Include your Teaching Philosophy
* **Course Presentation Materials:**
* Power Pt. Presentation – this should include the integration of current counseling or professional research (Please use citations where appropriate)
* Description and Materials used in any in-class or out of class experiential activities, discussions, or demonstrations
* References and readings: Develop a reference page for what was used in the course and cited in presentation, any handouts or assigned readings
* Videotaped Teaching Demonstration (minimum of 60 minutes)
* Self-Evaluation of Teaching (can be a reflection or an identified teaching self-evaluation format)

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| --- | --- | --- | --- |
| **Assessment Evaluation** **(*Due at least one-week prior to Supervision*)** | **Canvas**  | **BOX**  | **CACREP (2016)** |
| **Lesson Plan**  | X | X | CACREP 6.B.3. a,b,d |
| **Course Materials**  |  | X | 6.B.3. a,b,d |
| **Videotaped Teaching Demonstration**  |  | X | 6.B.3. a,b,d,g |
| **Teaching Self-Assessment**  | X | X | 6.B.3. a,b,d,g |
| **Supervisor Evaluation**  | **X – 45-50pts considered satisfactory** | **Teaching Practicum Evaluation Rubric – Uploaded by Supervisor in BOX** | 6.B.3. a,b,d,g |

**II.** **Course Development Skills: Submitted in your BOX folder**

* Syllabus
	+ Texts
	+ Recommended Texts/Readings
	+ Course Description
	+ Course Objectives
	+ Course Requirements
	+ Grading/Evaluation Procedures
	+ Class Policy Statements

**III. Teaching Demonstration 2: One class session**

* **Lesson Plan**
	+ - Must include your Teaching Philosophy
* **Course Presentation Materials:**
* Power Pt. Presentation – this should include the integration of current counseling or professional research (Please use citations where appropriate)
* Description and Materials used in any in-class or out of class experiential activities, discussions, or demonstrations
* References and readings: Develop a reference page for what was used in the course and cited in presentation, any handouts or assigned readings
* **Videotaped Teaching Demonstration:**
* Videotape must be at least 120 minutes (teaching experience should be longer than 120 minutes).
* **Assessment methods to evaluate the student learning objectives**
	+ - * You are asked to identify an assignment linked to your lecture or the course content
			* Describe the assignment and identify the link to the following
			* Develop a rubric to evaluate this assignment (e.g., [*these are examples of what to consider*] course objectives, CACREP standards, knowledge development, skill demonstration, social/cultural/social justice awareness, professional competencies)
			* Outline the point system – specifically what are the indicators of meeting the rubric criteria.
* **Teaching Evaluation**
	+ - You are required to develop and implement a teaching evaluation (can be summative or specific to your most recent lecture)
		- It is required that it be confidential (e.g., Qualtrics)
		- It can be distributed by you or the Faculty member assigned to the course
		- Provide all feedback, including comments.

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| **Assessment** **(*Due at least one-week prior to Supervision*)** | **Canvas**  | **BOX**  | **Tevera** | **CACREP** |
| **Syllabus**  |  | X |  | 6.B.3. a,b,d |
| **Lesson Plan**  | X | X | X | 6.B.3. a,b,d |
| **Course Materials**  |  | X | X | 6.B.3. a,b,d |
| **Videotaped Teaching Demonstration**  |  | X |  | 6.B.3. a,b,d,g |
| **Assessment Method** |  | X |  | 6.B.3. a,b,d,g |
| **Teaching Evaluation**  | X | X | X | 6.B.3. a,b,d,g |
| **Self-Reflection on Teaching** | X | X | X | 6.B.3. a,b,d,g |
| **Supervisor Evaluation**  | **X – 45-50pts considered satisfactory** | **Teaching Practicum Evaluation Rubric – Completed by Supervisor: Uploaded to BOX** | **Student upload of completed Evaluation Rubric** |  |

* **Self-Reflection on Teaching:** Your reflection may include any of the areas related to your teaching demonstration(s) and can include consideration of feedback you have received about your teaching in your coursework and teaching experiences. Also consider changes to your teaching philosophy.

Course Schedule: The Schedule for this teaching practicum experience will reflect the schedule of the course that the student is participating in for the semester.

## Grading and Evaluation Procedures:

## The course is graded on a S/U grading scale.

## Satisfactory evaluation will be determined by overall evaluations on the following and indicators in meeting all course requirements as identified by the Teaching Practicum Supervisor:

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| --- | --- | --- |
| **Course Assignment** | **CACREP Professional Standards** | **Points** |
| ***Teaching Demonstration 1***  | CACREP 6.B.3., a,b,c,d,e. | Total Pts: 50S: 45-50 pts.  |
| ***Course Development Skills***  | CACREP 6.B.3., a,b,c,d,e. | Credit assignment – submitted in your BOX folder  |
| ***Teaching Demonstration 2***  | CACREP 6.B.3., a,b,c,d,e,g. | Total Pts: 50 S: 45-50 pts. |

## Course Schedule

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| --- | --- | --- | --- | --- |
| **Week** | **Date** | **Content** | **Readings**  | **CACREP Standards** |
| 1 | 1/16 | **Course Orientation**  | **\*Submission of your current Teaching Philosophy.** **Development of teaching portfolio in BOX**  | 6.B.3.a |
| 2 | 1/23 | Identifying Teaching Goals and Philosophy   | **Haddock & Whitman (2019) 1&2** | CACREP6.B.3.a,b,c,d |
| 3 | 1/30 | Developing courses and lectures:* Learning Theories
* Learning Outcomes
* Professional Standards
 | **Haddock & Whitman (2019) 5-7****Nilson &Goodson (2017) 1-2, 4** | CACREP 6.B.3.a,b,c,d |
| 4 | 2/6 | Developing courses and lectures:* Learning Theories
* Learning Outcomes
* Professional Standards
 | **Haddock & Whitman (2019) 5-7****Nilson &Goodson (2017) 1-4** | CACREP 6.B.3.a,b,c,d |
| 5 | 2/13 | Teaching Methods and Modalities Multicultural and Social Justice Leadership/Learning Workshop | **Haddock & Whitman (2019) 4****Sue (2016) 1-7** | CACREP 6.B.3.b,c,h,i. |
| 6 | 2/20 | Developing Courses using Accreditation Standards | **CACREP Standards** | CACREP6.B.3.b, d, g, k |
| 7 | 2/27 | Multicultural and Social Justice Leadership/Learning  | **Haddock & Whitman (2019) 4****Sue (2016) 8-9, 13** | CACREP 6.B.3.h,i |
| 8 | 3/6 | Evaluation and Assessment in Teaching * Assessment of Teaching
* Self-Evaluation Identifying outcomes
* Classroom Assessment and Assignment
 | **Haddock & Whitman (2019) 8** | CACREP 6.B.3.d, g, h |
| 9 | 3/13 | Evaluation and Assessment in Teaching * Rubrics and Summative/Formative Assessment
 | **Haddock & Whitman (2019) 8** | CACREP 6.B.3.d, g, h |
| 10 | 3/20 | Evaluation and Assessment in Teaching * Rubrics and Summative/Formative Assessment
 | **Haddock & Whitman (2019) 8** | CACREP 6.B.3.d, g, h |
| 11 | 3/27 | Online Instruction * Using technology effectively
* Online teaching and learning approaches
 | **Nilson &Goodson (2017) 3, 5** | CACREP 6.B.3.e |
| 12 | 4/3 | Online Instruction * Online teaching and learning approaches
* Engaging students in online instruction
 | **Nilson &Goodson (2017) 6** | CACREP 6.B.3.e |
| 13 | 4/13 | Online Instruction * Ethical and legal issues in online teaching
 | **Nilson &Goodson (2017) 7-8** | CACREP 6.B.3.e |
| 14 | 4/20 | Professional Issues * Mentoring
* Gatekeeping
* Professional jobs and roles in Counselor Education
 | **Haddock & Whitman (2019) 9-11** | CACREP 6.B.3.f, h,i |
| 15 | 4/27 | Professional Issues * Mentoring
* Gatekeeping
* Professional jobs and roles in Counselor Education
 |  | CACREP 6.B.3.f, h,i |

## Class Policy Statements:

1. **Class Policy Statements:**
	1. Attendance: Please see the COVID-19 policy statements.
	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. In addition, please review the COVID-19 policy statements.
	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

1. **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.

1. **CED Program Statements**

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.

**SYLLABUS DISCLAIMER:**

The instructor reserves the right to make changes to the syllabus as needed. In the event that changes are deemed necessary, the instructor will inform students at the earliest date possible in class or via university email.