**AUBURN UNIVERSITY**

**SYLLABUS**

**Summer 2019**

**Course Number:** COUN 8910

**Course Title:**  Practicum: CED Teaching

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

**Prerequisites:** Graduate Standing

**Date Syllabus Prepared:** May 2019

**Instructor:** Brandee Appling, Ph.D., LPC, NCC

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Office: 2084 Haley Center

Office Hours: By appointment

**Course Description:**

This course focuses on the development of pedagogical practice, theory, and principles as they relate to counselor education. Course objectives will be met through supervised teaching experiences, teaching observations, and supervisory meetings with assigned course instructor.

**Student Learning Outcomes:** Upon completion of this course, students will be able to demonstrate these knowledge and skill learning outcomes (from CACREP 2016 Standards Section 6.B):

1. Roles and responsibilities related to educating counselors
2. Pedagogy and methods relevant to counselor education
3. Models of adult development and learning
4. Instructional and curriculum design, delivery, and evaluation methods relevant to counselor education
5. Screening, remediation and gatekeeping functions relevant to teaching
6. Assessment of learning
7. Ethical and culturally relevant strategies used in counselor preparation

**Guidelines for Teaching Practicum:**

* This is a supervised teaching experience. This instructor of COUN 8910: CED Teaching is the designated supervisor for students’ teaching experiences.
* Supervision includes observations of students’ teaching and review of all materials including lesson plans and course presentation materials (e.g., ppt slides, handouts)
* Students are **not permitted to have more than 10 hours of *direct instruction*** during the teaching practicum. Students may attend classes to observe the course instructor of record beyond 10 hours, if desired by the instructor of record.
* Students can engage in a range of class instruction activities including lecturing, leading class discussions, assisting students with working on group activities, developing syllabi, developing resources or supporting materials, and leading demonstrations.
* Faculty need to be the person primarily responsible for all grades. Students can participate in evaluation activities on a limited basis.
* Students should be aware of dual relationships. If there is a potential conflict for a student with a course or peer they should discuss this with their supervisor. Students cannot participate in any evaluation process with peers in their or related programs (other doctoral level programs) or be privy to discussions concerning the evaluation of these students.

**Course Requirements:**

1. **Teaching Demonstrations: Two Instructional Experiences**

Teaching demonstrations can vary in length depending on the needs of the course instructor of record. Each teaching demonstration will include the following:

* **Lesson Plan**
  + Students may use the lesson plan template provided.
  + Students will consider the use of technology, teaching methods to address individual learning style differences, and diversity among students in their development of lesson plans.
  + Students will incorporate evaluation methods to assess student learning, teaching outcomes, student application, and/or student engagement.
  + Students will provide the resources and materials needed to conduct each lesson.
  + ***Students will upload lesson plan and all lesson materials to Canvas at least two days prior to the teaching demonstration for the instructor to review.***
* **Evaluation of Instruction**
  + The instructor of the course that the student is teaching in will observe and evaluate students’ teaching demonstrations. If live observation is not possible, video cameras are available for student check out in the Learning Resource Center (LRC) located at 3408 Haley Center.
  + Students will administer a survey one time after their second teaching demonstration to solicit anonymous feedback on their teaching from the students who they taught. Teaching practicum students determine the instrument and execute its distribution.
* **Reflections.** Students will reflect on each teaching demonstration using the reflection template provided on Canvas.
* **Supervision.** Students must meet face-to-face with the instructor of COUN 8910: CED Teaching at least one time during the semester. **The dates available for supervision will be 6/19, 6/20, 7/10 and 7/11**. Students will select a date and coordinate time with the instructor. Students can request additional meetings and decide when during the semester they would benefit most from meeting (e.g., preparing for teaching demonstrations, providing feedback after demonstrations).

1. **Teaching Philosophy:** Students will submit their teaching philosophy at the start of the semester and reflect on how this philosophy is incorporated in their teaching demonstrations (included in reflection assignment above).
2. **Syllabus**: Students will create a syllabus for a doctoral course that they would like to implement in the future. This can be for a course that is already developed (i.e. theories, career, etc.) or a course the student would like to develop if they had the opportunity. A separate rubric will be included for this assignment.

**Grading and Evaluation Procedures:** Students in this course are required to complete all the specified assignments, including teaching experiences, written assignments, and supervision requirements, as well as demonstrate the identified course objectives. Grades are S/U.

**Class Policy Statements:**

1. Attendance: Students are encouraged to attend and be on time for all teaching experiences, observations, and supervision meetings.
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 Student Policy eHandbook [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies) for more information on excused absences.
3. Course communication: Canvas will be used as the medium to transfer educational materials for this course. Students will upload completed assignments to Canvas and bring them to class only when instructed. University e-mail (**NOT** messages through Canvas) will be the primary avenue of communication with the instructor in between class sessions.
4. 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 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.
5. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies) 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.
6. Educational Accessibility Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).
7. 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, an addendum to your syllabus and/or course assignments will replace the original materials.
8. 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:
   1. Engage in responsible and ethical professional practices
   2. Contribute to collaborative learning communities
   3. Demonstrate a commitment to diversity
   4. 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.

**Teaching Experience Application Form**

This application should be submitted prior to the semester that you intend to engage your first teaching Practicum experience. This teaching practicum (COUN 8910 *– Teaching Practicum*) can only be completed after taking COUN 8550 *Counselor Education Pedagogy*.

In semesters in which faculty loads or courses have changed a faculty member can request for a student to submit this form in the semester in which the experience will be conducted.

Applications are to be submitted to the Coordinator of the Counselor Education Doctoral Program. Decisions will be made by the Coordinator in consultation from collaborating faculty.

It is recommended that you discuss this with your Academic Advisor.

You are required to review the syllabus for COUN 8910-Teaching Practicum for course and supervisory requirements. If you are completing this as part of COUN 8920-Internship please refer to the course syllabus and Internship Portfolio for required documentation.

Student: Semester of Teaching Experience:

Location of Teaching Experience:

Auburn Teaching Experiences: Requested Course for Teaching Experience (please rank order preferences and provide at least 3 preferences). Please realize that you may not get your first choice.

1.

2.

3.

Alternative Site: Course:

Alternative Site Supervisor: Email:

Provide information about previous teaching experience in the program:

Course: Semester: Type of Experience:

Course: Semester: Type of Experience:

Course: Semester: Type of Experience:

**Approval: Date:**

Teaching Observation Form

Counselor Education & Supervision

Teaching Practicum/Internship

Supervisor: Teaching Practicum Student:

Course: Class Size: Sem/yr:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Skill/Behavior*** | ***Y*** | ***N*** | ***N/A*** | ***Comments*** |
| 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 |  |  |  |  |

**COUN 8910: Teaching Practicum**

**Lesson Plan**

**Name of Teaching Practicum Student:**

**Date of Teaching Experience:**

**Name of Course:**

**Title of Lesson:**

**Name of Supervisor/Observer:**

**Description of Lecture:**

|  |  |  |
| --- | --- | --- |
| **Goals**  *What do you hope student learning outcomes to be as a result of this lesson?* | **Instructional Method(s)**  *What will you do during class to help students reach the goals? (Lecture, group work, discussion, application activities, etc.)* | **Evaluation**  *How will you know if the goals were achieved?* |
|  |  |  |
|  |  |  |
|  |  |  |

***Please provide all handouts, presentation materials, and other supporting materials.***

**Teaching Practicum Reflection**

Name of Teaching Practicum Student:

Date of Teaching Experience:

Name of Course:

Name of Lesson:

Refer back to your lesson plan and review the recording of your teaching, if possible. Then, reflect on the following:

1. The outcomes related to your goals for the lesson
2. Your instructional methods to achieve these goals
3. The evaluation methods you used to assess if the desire outcomes occurred

Specifically, reflect on the effectiveness of the lesson as related to the areas outlined above, what you would do to improve any of these areas, and ways in which you have grown from this teaching experience. In addition, reflect on how this specific teaching demonstration illustrated elements of your teaching philosophy.