## AUBURN UNIVERSITY

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

**SYLLABUS**

**Spring Semester 2022**

**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

**Instructor:** Jamie Carney, Ph.D.

Email: carnejs@auburn.edu

Office: 2010 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.

## 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. pedagogy and teaching methods relevant to counselor education (CACREP 6.B.3.b);
3. models of adult development and learning (CACREP 6.B.3.c);
4. instructional and curriculum design, delivery, and evaluation methods relevant to counselor education (CACREP 6.B.3.d);
5. effective approaches for online instruction (CACREP 6.B.3.e);
6. screening, remediation, and gatekeeping functions relevant to teaching (CACREP 6.B.3.f);
7. assessment of learning (CACREP 6.B.3.g);
8. ethical and culturally relevant strategies used in counselor preparation (CACREP 6.B.3.h);
9. the role of mentoring in counselor education (CACREP 6.B.3.i).

*These course objectives are based on the CACREP (2016) 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:

1. ***Teaching Demonstration 1:***

***Demonstration requires a taped session that will correspond to your individual supervision.***

* 1. Course lesson plan(s) including learning objectives and primary learning goal for this demonstration.
	2. Educational materials (e.g., PowerPoint presentations, handouts, descriptions of learning activities, videos links or citations, etc.) that correspond with the lesson plan and learning objectives.
	3. Teaching self-assessment
	4. Teaching Philosophy/theory reflection: How does your teaching process reflect this theory/philosophy?
1. ***Teaching Demonstration and Module 2:***

***Demonstration requires a taped session that will correspond to your individual supervision.***

1. Course syllabus developed or revised corresponding to the demonstration.
2. Course lesson plan(s) including learning objectives and primary learning goal.
	* This should include a statement of your teaching theory/philosophy and how that is reflected in your lesson plan and teaching.
3. Educational materials (e.g., PowerPoint presentations, handouts, descriptions of learning activities, videos links or citations, etc.) that correspond with the lesson plan and learning objectives.
4. Assessment methods to evaluate the student learning objectives.
	* This should include description of method, evaluation process (e.g., rubric), and reflection on evaluation process including how this assessment reflects your theory/philosophy of teaching.
5. Supervisor evaluations of teaching practicum or another supervised teaching experience.
6. ***Teaching Module 3: Cultural Relevant Practice in Counselor Education***

***This can be linked to specific teaching experience this semester (grad. Or undergrad) or a developed component.***

* 1. Demonstration of addressing specific cultural, social justice and/or advocacy issues. This may be done through lecture content, course assignments or activities, recommended readings, speakers, or other teaching methods or classroom activities.
	2. Identification of how the demonstration addresses cultural, social justice and/or advocacy.
	3. Development of a rationale with citations linked to your demonstration.
	4. Identification of any concerns or issues related to this demonstration.

*There will be a series of activities and reflections that will be used as part of the instructional components of this course. These activities are not graded.*

## Course Schedule: Please note that additional readings and materials are in Canvas

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Date** | **Content** | **Readings**  | **CACREP Standards** |
| 1 | 1/12 | **Course Orientation**  | **\*Submission of your current Teaching Philosophy.** **Development of teaching portfolio in BOX or Livetext** | 6.B.3.a |
| 2 | 1/19 | Identifying Teaching Goals and Philosophy   | **Haddock & Whitman (2019) 1&2** | CACREP6.B.3.a,b,c,d |
| 3 | 1/26 | 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 | 2/2 | 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 | 2/9 | 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 | 2/16 | **Wellness Day** |  |  |
| 7 | 2/24 | Multicultural and Social Justice Leadership/Learning Workshop | **Haddock & Whitman (2019) 4****Sue (2016) 8-9, 13** | CACREP 6.B.3.h,i |
| 8 | 3/3 | 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 | 3/9 | Evaluation and Assessment in Teaching * Rubrics and Summative/Formative Assessment
 | **Haddock & Whitman (2019) 8** | CACREP 6.B.3.d, g, h |
| 10 | 3/16 | Evaluation and Assessment in Teaching * Rubrics and Summative/Formative Assessment
 | **Haddock & Whitman (2019) 8** | CACREP 6.B.3.d, g, h |
| 11 | 3/23 | Online Instruction * Using technology effectively
* Online teaching and learning approaches
 | **Nilson &Goodson (2017) 3, 5** | CACREP 6.B.3.e |
| 12 | 3/30 | Online Instruction * Online teaching and learning approaches
* Engaging students in online instruction
 | **Nilson &Goodson (2017) 6** | CACREP 6.B.3.e |
| 13 | 4/6 | Online Instruction * Ethical and legal issues in online teaching
 | **Nilson &Goodson (2017) 7-8** | CACREP 6.B.3.e |
| 14 | 4/13 | Professional Issues * Mentoring
* Gatekeeping
* Professional jobs and roles in Counselor Education
 | **Haddock & Whitman (2019) 9-11** | CACREP 6.B.3.f, h,i |
| 15 | 4/20 | Professional Issues * Mentoring
* Gatekeeping
* Professional jobs and roles in Counselor Education
 |  | CACREP 6.B.3.f, h,i |

## Grading and Evaluation Procedures:

Grades will be based on the following:

|  |  |  |
| --- | --- | --- |
| **Course Assignment** | **Points** | **CACREP Professional Standards** |
| ***Module 1*** | 20 | CACREP 6.B.3., a,b,c,d,e. |
| ***Module 2: Please note this assignment will be submitted in class and in Tevera as part of CED Program Evaluation***  | 50  | CACREP 6.B.3., a,b,c,d,e,g. |
| ***Module 3*** |  30 | CACREP6.B.3.,b,d,h. |
| ***Total***  | 100 pts  |  |
|  |  |

The following scale will be used:

90 – 100% =A

80 – 89.9% =B

70 – 79.9% =C

60 – 69.9% =D

59.9% and Below =F

Please note: Course assignments are due on the dates specified. When assignments are turned in late, without an excused or approved absence, scores for the assignment(s) will be reduced by 5% per day, with no assignments accepted more than 1 week past the due date. Please refer to the Class Policy Statements in the course syllabus for information about excused absences and making up assignments.

## 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. Disability Accommodations: Students who need special accommodations should make an appointment to discuss the “Accommodation Memo” during office hours as soon as possible. If you do not have an Accommodation Memo, [*Office of Accessibility*at https://fp.auburn.edu/disability/](http://www.auburn.edu/academic/disabilities/) at 1228 Haley Center, 844-2096 (V/TT).Telephone: (334)844-2096 (Voice T/O).
	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:

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. **COVID-19 Policies**

**Attendance/Subject to Change:** The course schedule and assignments are designed with the most up-to-date information and policies in mind. If the situation changes I will make every effort to keep the schedule as consistent as possible; however, please note that the due dates for assignments and tests may be changed during the semester in response to the changing health and safety requirements or policies of the University. When changes are made, they will be communicated via Canvas Announcement, Canvas message, and all assignment due dates will be updated.

**In the event a student test positive for COVID-19:** Students must conduct daily health checks in accordance with [CDC guidelines (Links to an external site.)](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html). Students testing positive for COVID-19, exhibiting COVID-19 symptoms or who have been in direct contact with someone testing positive for COVID-19 will not be allowed to attend in-person instructional activities and must leave the venue immediately. Students should contact the [Student Health Center (Links to an external site.)](https://cws.auburn.edu/aumc/) or their health care provider to receive care and who can provide the latest direction on quarantine and self-isolation. Contact your instructor immediately to make instructional and learning arrangements.

**In the event that I test positive:** If I am unable to attend our F2F portions of the class, we will transition to a fully online course until I am allowed to return. If I become ill or unable to lead the class, a backup instructor will be identified and they will communicate any changes or updates to the course schedule or mode of instruction as soon as possible.

**Zoom Policies:** When we meet on Zoom, your attendance, attention, and participation are expected. Zoom participation requires you to keep your video on and your microphone muted when you are not speaking. 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. To the extent possible, please minimize distractions in the background. 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. I’m happy to consider and provide accommodations, but you will need to be in communication with me.

**Attendance:** Your health and safety, and the health and safety of your peers, are my top priorities. If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, you should not attend in-person classes. You will not be penalized for such an absence nor will you be asked to provide formal documentation from a healthcare provider. My hope is that if you are feeling ill or if you have been exposed to someone with the virus, you will stay home to protect others. I don’t want the need for documentation to discourage you from self-isolating when you are experiencing symptoms.

Please do the following in the event of an illness or COVID-related absence:

* Notify me in advance of your absence if possible
* Keep up with coursework as much as possible
* Participate in class activities and submit assignments electronically as much as possible
* Notify me if you require a modification to the deadline of an assignment or exam
* Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related issues, please let me know as soon as possible so we can discuss your options.

**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.