



## **COUN 650: Instructional Theory and Methods in Counselor Education**

Course Syllabus: *Fall 2020*  
*Online*

### **INSTRUCTOR INFORMATION**

**Instructor:** Erika L. Schmit, PhD, LPC

**Office Location:** Zoom

**Office Hours:** By appointment only

**University Email Address:** Erika.schmit@tamuc.edu

**Preferred Form of Communication:** email

**Communication Response Time:** 24-72 hours Monday-Friday

**Graduate Co-Instructor (if available):** n/a

**Graduate Co-Instructor University Email Address (if available):** n/a

### **COURSE INFORMATION**

#### **Materials – Textbooks, Readings, Supplementary Readings**

##### **Required Textbook**

McAuliffe & Erikson (2011). *Handbook of Counselor Preparation: Constructivist, Developmental and Experiential Approaches* (1st ed.), Sage Publishing

Svinicki & McKeachie (2014). *McKeachie's Teaching Tips* (14th ed.). Cengage/Wadsworth Publishing. (this is a paperback edition)

Special Topics Readings: additional readings are assigned throughout the semester for most classes and are posted to D2L for the assigned week.

##### **Recommended Textbook**

American Psychological Association. (2019 ). *Publication manual of the American Psychological Association* (7 th ed.). .: Author.

\*\*\*Note: This course uses D2L as it Learning Management System

**SELECTED BIBLIOGRAPHY includes, but is not limited to, the following:**

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- Barrio Minton, C. A., Wachter Morris, C. A., & Yaites, L. D. (2014). Pedagogy in counselor education: A 10-Year content analysis of journals. *Counselor Education and Supervision, 53*(3), 162-177.
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- Borders, L.D., (2019). Science of Learning: Evidence-Based Teaching in the Clinical Supervision Classroom. *Counselor Education and Supervision, 58*, 1, (64-79).
- Borders, L. D., Wester, K. L., Fickling, M. J., & Adamson, N. A. (2014). Research training in doctoral programs accredited by the council for accreditation of counseling and related educational programs. *Counselor Education and Supervision, 53*(2), 145-160.
- Council for Accreditation of Counseling and Related Educational Programs. (2015). 2016 CACREP standards. : Author. <https://www.cacrep.org/for-programs/2016-cacrep->



[standards/](#)

- Davis, J. A. (2019). Counselor Education Students' Fear in Online and Traditional Research Courses. *The Journal of Counselor Preparation and Supervision, 12*(2).
- Dixson, M. D. (2010). Creating effective student engagement in online courses: What do students find engaging? *Journal of Scholarship of Teaching and Learning, 10*(2), 1–13.
- Hall, B., Nielsen, R., Nelson, J., & Buchholz, C. E. (2010). A humanistic framework for distance education. *Journal of Humanistic Counseling, Education & Development, 49*, 45-57.
- Kuo, P. B., Woo, H., & Bang, N. M. (2017). Advisory relationship as a moderator between research Self-Efficacy, motivation, and productivity among counselor education doctoral students. *Counselor Education and Supervision, 56*(2), 130-144.
- Malott, K. M., Hall, K. H., Sheely-Moore, A., Krell, M. M., & Cardaciotto, L. (2014). Evidence-Based teaching in higher education: Application to counselor education. *Counselor Education and Supervision, 53*(4), 294-305.
- Merlin-Knoblich, C., Harris, P. N., & Mason, E. C. M. (2019). Examining student classroom engagement in flipped and non-flipped counselor education courses. *The Professional Counselor, 9*(2), 109-125.
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- Perjessy, C. (2016). Online Learning: In ACES Teaching Initiative Taskforce, *Best practices in teaching in counselor education report 2016* (pp. 10–18). <http://www.acesonline.net/resources/aces-teaching-initiative-taskforce-report>
- Scholl, M. B., Hayden, S. C. W., & Clarke, P. B. (2017). Promoting optimal student engagement in online counseling courses. *The Journal of Humanistic Counseling, 56*, 197–210.
- Sheely-Moore, A. I. (2016). Adult learning: Theory and models. In ACES Teaching Initiative Taskforce, *Best practices in teaching in counselor education report 2016*. 10-18. [acesonline.net/resources/](http://www.acesonline.net/resources/)
- Sheperis, D. S., Ordway, A., & Lamar, M. (2020). Legal and ethical challenges in online counselor education. *The Professional Counselor, 10*, 106-119.
- Sheperis, D. S., Coker, J. K., Haag, E., & Salem-Pease, F. Online counselor education: A

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student-faculty collaboration. *The Professional Counselor*, 10, 133-143.

Smith, R. L., Flamez, B., Vela, J. C., Schomaker, S. A., Fernandez, M. A., & Armstrong, S. N. (2015). An exploratory investigation of levels of learning and learning efficiency between online and face-to-face instruction. *Counseling Outcome Research and Evaluation*, 6(1), 47-57.

Snow, W. H., Lamar, M. R., Hinkle, J. S., & Speciale, M. (2018). Current practices in online counselor education. *The Professional Counselor*, 8(2), 131-145.

Swank, J. M., & Houseknecht, A. (2019). Teaching competencies in counselor education: A delphi study. *Counselor Education and Supervision*, 58(3), 162-176.

Waalkes, P. L., Benshoff, J. M., Stickl, J. , Swindle, P. J. and Umstead, L. K. (2018), Structure, impact, and deficiencies of beginning counselor educators' doctoral teaching preparation. *Counselor Education and Supervision*, 57: 66-80.

## COURSE DESCRIPTION

### Catalogue Description of the Course

650. *Instructional Theory and Methods in Counselor Education*. Three semester hours. This course is designed to develop/improve counselor educator skills including planning units or courses, delivering instruction, and assessing learning outcomes. The course also addresses ethical standards for counselor educators. Although the primary focus is on teaching counselors-in-preparation, students will acquire knowledge and develop skills that are applicable to other situations such as presenting at professional conferences and conducting staff development. Prerequisite: doctoral standing or consent of instructor.

### General Course Information

As a core requirement for doctoral students in the department, this course provides students with basic knowledge about teaching in counselor education. Although a required core course, this content is not directly addressed as one of the five core areas of the doctoral comprehensive examination.

### Doctoral Student Learning Outcomes

#### 2016 CACREP Standards Addressed in COUN 650

Doctoral Standard	Learning Activity	Assignment	Assessment Rubric	Benchmark
6.B.3.a. roles and responsibilities related to educating counselors	<ul style="list-style-type: none"> <li>● Lecture (Weeks 1; 5-6)</li> <li>● Readings (McAuliffe &amp; Eriksen, 2011 [Chapters 1; 4-5]; Svinicki &amp; McKeachie, 2014 [Chapter 1]; ACES, 2016; Swank, &amp;</li> </ul>	1. Counselor Education Teaching Portfolio	1. Counselor Education Teaching Portfolio Rubric	1. ≥ 80% of average rubric scores will either

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	<p>Houseknecht, 2019)</p> <ul style="list-style-type: none"><li>● Class Discussion (Weeks 1; 5-6)</li><li>● Class Activities (Weeks 1; 5-6)</li></ul>			meet (2) or exceed (3) expectation
<b>6.B.3.b.</b> pedagogy and teaching methods relevant to counselor education	<ul style="list-style-type: none"><li>● Lecture (Weeks 2-3; 5-6)</li><li>● Readings (McAuliffe &amp; Eriksen, 2011 [Chapters 1-3; 5]; Svinicki &amp; McKeachie, 2014 [Chapters 4-6; 14-15]; Sheely-Moore, 2016)</li><li>● Class Discussion (Weeks 2-3; 5-6)</li><li>● Class Activities (Weeks 2-3; 5-6)</li></ul>	<ol style="list-style-type: none"><li>1. Teaching Demonstration</li><li>2. Counselor Education Teaching Portfolio</li></ol>	<ol style="list-style-type: none"><li>1. Teaching Demonstration Rubric</li><li>2. Counselor Education Teaching Portfolio Rubric</li></ol>	1. & 2. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
<b>6.B.3.c.</b> models of adult development and learning	<ul style="list-style-type: none"><li>● Lecture (Week 2)</li><li>● Readings (McAuliffe &amp; Eriksen, 2011 [Chapters 1-3]; Sheely-Moore, 2016)</li><li>● Class Discussion (Week 2)</li><li>● Class Activities (Week 2)</li></ul>	<ol style="list-style-type: none"><li>1. Counselor Education Teaching Portfolio</li></ol>	<ol style="list-style-type: none"><li>1. Counselor Education Teaching Portfolio Rubric</li></ol>	1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
<b>6.B.3.d.</b> instructional and curriculum design, delivery, and evaluation methods relevant to counselor education	<ul style="list-style-type: none"><li>● Lecture (Week 7; 9)</li><li>● Readings (McAuliffe &amp; Eriksen, 2011 [Chapters 4; 23]; Svinicki &amp; McKeachie, 2014 [2-3; 7-10])</li><li>● Class Discussion (Weeks 7; 9)</li><li>● Class Activities (Weeks 7; 9)</li></ul>	<ol style="list-style-type: none"><li>1. Teaching Demonstration</li><li>2. Counselor Education Teaching Portfolio</li></ol>	<ol style="list-style-type: none"><li>1. Teaching Demonstration Rubric</li><li>2. Counselor Education Teaching Portfolio Rubric</li></ol>	1. & 2. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
<b>6.B.3.e.</b> effective approaches for online instruction	<ul style="list-style-type: none"><li>● Lecture (Weeks 10-11)</li><li>● Readings (McAuliffe &amp; Eriksen, 2011 [Chapter 24]; Svinicki &amp; McKeachie, 2014 [Chapter 15]; Benshoff &amp; Gibbons, 2011; Dixon, 2010; Hall et al, 2010; Perjessy, 2016; Scholl et al, 2017; Sheperis, Ordway, &amp; Lamar, 2020; Sheperis et al, 2020; Smith</li></ul>	<ol style="list-style-type: none"><li>1. Teaching Demonstration</li></ol>	<ol style="list-style-type: none"><li>1. Teaching Demonstration Rubric</li></ol>	1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation

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	<p>et al, 2015, Snow et al, 2018)</p> <ul style="list-style-type: none"> <li>● Class Discussion (Weeks 10-11)</li> <li>● Class Activities (Weeks 10-11)</li> </ul>			
<b>6.B.3.f.</b> screening, remediation, and gatekeeping functions relevant to teaching	<ul style="list-style-type: none"> <li>● Lecture (Week 13)</li> <li>● Readings (McAuliffe &amp; Eriksen, 2011 [Chapter 23]; Svinicki &amp; McKeachie, 2014 [Chapters 7-10; 13; 22]; ACA Code of Ethics; CACREP 2016 Standards)</li> <li>● Class Discussion (Week 13)</li> <li>● Class Activities (Week 13)</li> </ul>	1. Teaching Demonstration	1. Teaching Demonstration Rubric	1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation
<b>6.B.3.g.</b> assessment of learning	<ul style="list-style-type: none"> <li>● Lecture (Week 9)</li> <li>● Readings (McAuliffe &amp; Eriksen, 2011 [Chapter 4; 23]; Svinicki &amp; McKeachie, 2014 [Chapters 7-10]; Barrio Minton &amp; Gibson, 2012)</li> <li>● Class Discussion (Week 9)</li> <li>● Class Activities (Week 9)</li> </ul>	<ol style="list-style-type: none"> <li>1. Teaching Demonstration</li> <li>2. Counselor Education Teaching Portfolio</li> </ol>	<ol style="list-style-type: none"> <li>1. Teaching Demonstration Rubric</li> <li>2. Counselor Education Teaching Portfolio Rubric</li> </ol>	1. & 2. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation
<b>6.B.3.h.</b> ethical and culturally relevant strategies used in counselor preparation	<ul style="list-style-type: none"> <li>● Lecture (Week 15)</li> <li>● Readings (Svinicki &amp; McKeachie, 2014 [Chapters 12-13; 22];</li> <li>● Class Discussion (Week 15)</li> <li>● Class Activities (Week 15)</li> </ul>	1. Teaching Demonstration	1. Teaching Demonstration Rubric	1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation
<b>6.B.3.i.</b> the role of mentoring in counselor education	<ul style="list-style-type: none"> <li>● Lecture (Week 16)</li> <li>● Readings (ACES, 2016; Baltrinic, Jencius, &amp; McGlothlin, 2016; Kuo, Woo, &amp; Bang, 2017; Moate et al, 2017; Waalkes, 2018)</li> <li>● Class Discussion (Week 16)</li> <li>● Class Activities (Week 16)</li> </ul>	1. Counselor Education Teaching Portfolio	1. Counselor Education Teaching Portfolio	1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation



**Content Areas include, but are not limited to, the following:**

- I. Learning styles, cultural dimensions, and developmental differences among learners <sup>[[L]]</sup><sub>[[SEP]]</sub>
- II. Instructional theory and methods relevant to counselor education. <sup>[[L]]</sup><sub>[[SEP]]</sub>
- III. The role of racial, ethnic, and cultural heritage, nationality, socioeconomic <sup>[[L]]</sup><sub>[[SEP]]</sub>status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical, and mental status, local, regional, national, international perspective, and equity issues in counselor education programs. <sup>[[L]]</sup><sub>[[SEP]]</sub>
- IV. Simulated experiences related to teaching college courses. <sup>[[L]]</sup><sub>[[SEP]]</sub>

## **COURSE REQUIREMENTS**

### **Minimal Technical Skills Needed**

In this class, you will utilize the Learning Management System (LMS) entitled D2L for portions of instructional and learning methods, submitting assignments, participating in online discussions, and completing quizzes. You will need to utilize other technologies such as Microsoft Word, PowerPoint, etc. If you have issues with this system, it is your responsibility to contact the help desk immediately.

### **Instructional Methods**

Small lecture, discussion, experiential activities, online activities, student presentations, seminar based learning

### **Student Responsibilities or Tips for Success in the Course**

As a student in this course, you are responsible for the active learning process. Expectations of this course include the following:

1. You are expected to display professionalism at all times. Be respectful of your professor and peers. Be open to feedback, as you will receive this throughout the program.
2. Prepare for classes. Complete any and all readings prior to class time.
3. Complete all assignments by the deadline.
4. Adhere to the university student code of conduct.
5. Participate. During face-to-face classes, you are expected to actively participate in all activities and discussion. In the online format, you are expected to participate in all online discussions/activities. This is crucial to your learning.
6. All writing assignments must be done according to APA 6<sup>th</sup> edition.
7. Regularly check your University email. My suggestion is to check this at least once a day as your instructors and others from the department and University may contact you.
8. Begin your readings ASAP. Because this is an online course, you may feel overwhelmed with readings. Keep in mind you have the whole week to prepare (for online courses only).
9. Do work ahead of time. I realize this may not always be possible; however, when you

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can, do so. Everything in this course is open for you to complete (in online courses). Due dates are just that...due dates. You are always welcome to complete work ahead of time.  
10. Be open to the process. This degree takes time, work, effort, and growth.

In addition to these, responsibilities specific for this course include the following:

1. You are expected to take responsibility for collaboratively constructing this course. This is our course, rather than my course.
2. Provide constructive feedback to your peers on education and teaching as well as open and responsive to feedback your peers provide you.
3. Prepare for your teaching demonstration. Put thought and work into your teaching class.

### **Assignments/Assessments**

\*\*Note. All assignments are to be submitted in D2L

#### **1. Teaching Demonstration (50 points)**

Throughout the semester, you and your peers will be teaching a subject/class. You will need to prepare a class (75-90 minutes) teaching demonstration. During this time, you will teach your peers from a particular master’s course (listed in chapters 6-22). As a peer, you will need to read that chapter/journal article before class but must give them a full week to do so (you can do this utilizing the email class tab in the LMS). Your instructor and peers will be giving you feedback on your teaching demonstration. As the instructor, you will need to be able to accept constructive feedback. As the “student”, you will need to be able to give constructive feedback. This is important for your learning process. Although you do not have to for this class, you may wish to record yourself teaching. As in counseling, teaching may be new for some of you and watching yourselves utilize new skills may help your learning. I will provide a rubric below.

This assignment will require you to develop a teaching demonstration of a master’s course of your choosing (e.g., Introduction to Counseling, Couples Counseling, Research Methods in Counseling). As the instructor, you are responsible for the knowledge of course content, demonstrating a teaching philosophy, providing diverse instructional methods, demonstrating ethical and appropriate course design, delivery, and evaluation methods, and engaging your peers. In appendix A, you will find guidelines for this assignment. There are three specific areas to this assignment: Preparation, demonstration, and reflection. You must do all to receive credit.

#### **Teaching Demonstration Rubric**

50 points	1 – Does Not Meet Expectations	2 – Meets Expectations	3 – Exceeds Expectations
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	(0-3 points)	(4 points)	(5 points)
<b>Preparation for teaching demonstration</b> Lesson Plan (5 points)	Student includes some content in Appendix A (area 1) more than 2 missing criteria. OR content is rushed, disorganized, and lacks a plan as to how they will execute their class. Class materials are inappropriate for chosen class.	Student includes most content in Appendix A (area 1) with only 1-2 missing criteria. OR content is not developed thoroughly or thoughtfully with a disorganized plan as to how they will execute their class. Class materials are appropriate for chosen class.	Student includes all content in Appendix A (area 1) with no missing criteria. Content is developed thoroughly and thoughtfully with a clear, organized plan as to how they will execute their class. Class materials are appropriate for chosen class.
<b>Preparation for teaching demonstration</b> Evaluation (5 points)	Student did not develop evaluation (0 points)	Student developed an evaluation; however, it was not complete/missing important criteria	Student developed a clear peer evaluation
<b>Teaching Demonstration Day</b> Knowledge of course content (5 points)	Knowledge of course content was not identified/addressed or information provided was underdeveloped; does not meet standards of doctoral level coursework	Knowledge of course content was identified/addressed but missing one or two key considerations; meets standards of doctoral level coursework	Knowledge of course content clearly identified/addressed with no missing detail; meets standards of doctoral level coursework
<b>Teaching Demonstration Day</b> Approach to Learning demonstrated by a philosophy of teaching and instructional methods (Presentation and Communication Skills; 5 points)	Personal approach to learning and teaching philosophy were not identified/demonstrated or information provided was underdeveloped; Absence of evidence indicating your teaching methods; does not meet standards of doctoral level coursework	Personal approach to learning and teaching philosophy were identified/demonstrated but missing one or two key considerations; Evidence indicating teaching methods but missing one or two key considerations; meets standards of doctoral level coursework	Personal approach to learning and teaching philosophy were identified/demonstrated with no missing detail; Clear evidence of teaching methods included with no missing detail; meets standards of doctoral level coursework
<b>Teaching Demonstration Day</b> Ethical and culturally relevant strategies	Absence of evidence indicating ethical and culturally relevant strategies important in	Evidence indicating ethical and culturally relevant strategies important in your	Clear evidence of ethical and culturally relevant strategies important in your

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important in your specific class (5 points)	your specific class; does not meet standards of doctoral level coursework	specific class but missing one or two key considerations; meets standards of doctoral level coursework	specific class included with no missing detail; meets standards of doctoral level coursework
<b>Teaching Demonstration Day</b> Effective approaches for online instruction (5 points)	Absence of evidence indicating effective approaches for online instruction; does not meet standards of doctoral level coursework	Evidence indicating effective approaches for online instruction but missing one or two key considerations; meets standards of doctoral level coursework	Clear evidence of effective approaches for online instruction included with no missing detail; meets standards of doctoral level coursework
<b>Teaching Demonstration Day</b> Course Design and delivery (Organization and Objectives; 5 points)	Absence course design and lack of organization of a course; does not meet standards of doctoral level coursework	Use of course design with some organization issues/issues in delivery; meets standards of doctoral level coursework	Clear use of course design and organization of a course; meets standards of doctoral level coursework
<b>Teaching Demonstration Day</b> Engagement/Enthusiasm (5 points)	Lack of evidence of class engagement and lack of enthusiasm from the instructor	Lack of student engagement; however, instructor attempts to motivate student participation	Evidence of class engagement and enthusiasm from the instructor
<b>Reflection</b> Reflection journal (5 points)	Does not provide reflection (0 points) OR reflection lacks any self-awareness on strengths and growth areas.	Provides a 2-4-page reflection; however, lacks some awareness on strengths and growth areas.	Provides a 2-4-page journal reflection on teaching demonstration. Includes a thorough reflection on what you learned, strengths, growth areas, and how you plan to develop those growth areas as an educator.
<b>Professionalism</b> (5 points)	Student is unprofessional and inappropriate (0 points).	Student is professional throughout teaching demonstration and reflection.	Student is professional throughout teaching demonstration and reflection. Student wears “teaching hat”

**2. Leading an in-class discussion (10 points)**

**Discussions are important to include as a teaching method in counseling classes given**

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**the awareness, reflection, and critical thinking piece.** You will lead a 30-45-minute discussion on a selected topic in counselor education. You will need to get this topic approved by instructor beforehand. Utilize literature for this discussion.

Possible topics for discussion include but are not limited to:

- Tenure and promotion
- Academic and university culture
- Technology in counselor education
- Working with challenging students
- Wellness in academia
- Mentorship in Counselor Education
- Diversity/multiculturalism topics (e.g., Gender inequities in academia)
- Gatekeeping
- Ethics of teaching
- Developing a research agenda

#### **In-Class Discussion Rubric**

3 – *Exceeds Expectations* (9-10 points)

Proactive participation: leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration. This does not mean dominating discussion or self-disclosure inappropriate to the circumstances.

2 – *Meets Expectations* (8 points)

Reactive participation: supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion/personal self-disclosure rather than study, contemplation, synthesis, and evaluation.

1 – *Does Not Meet Expectations* (0-7 points)

Passive participation: present, awake, alert, attentive, but not actively involved or invested; Or Uninvolved: absent, present but not attentive, sleeping, texting/surfing, irrelevant contributions.

### **3. Counselor Education Teaching Portfolio (CETP; 100 points).**

You will develop a counselor education teaching portfolio including a **curriculum vitae**, **teaching philosophy statement**, **syllabus**, **lesson plan** for two class periods from your syllabus, **assessment plan** for two assignments in your course. Each of these will be worth 20 points. You will be given an OPTIONAL due date (except for the CV activity) for each of these for formative feedback from me. You will find more guidelines for each criteria below.

#### **a. Curriculum Vitae (CV; 20 points)**

You will develop a curriculum vitae for professional use. On the day indicated in schedule, you will bring this to class for feedback from the instructor and peers. I will

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provide examples in the LMS. You can also find others' examples on University websites.

The following will need to be included in your CV: counseling experience, teaching experience, research and scholarship, service, volunteer experience, licensure and credentials, and training.

### Curriculum Vitae Rubric

3 – *Exceeds Expectations* (18-20 points)

Provides organized and well thought out curriculum vitae. Includes all sections with explanations. Realizes gaps in CV.

2 – *Meets Expectations* (16 – 17 points)

CV appears somewhat disorganized; however, includes all components

1 – *Does Not Meet Expectations* (0-15 points)

Disorganized CV with lack of information and/or explanation. Does not complete assignment.

### b. Teaching Philosophy (20 points)

Counselor educators need a teaching philosophy to provide a framework behind their pedagogy. In this assignment, you will develop your personal teaching philosophy. Your teaching philosophy must address the following areas: (a) your pedagogical theory including citations, (b) approaches to learning, (c) teaching methods, and (d) teaching beliefs. Please provide citations and references where necessary. This will need to be approximately 2-3 pages in length and follow APA writing style.

#### Teaching Philosophy Rubric

20 points	1 – Does Not Meet Expectations (0-2 points)	2 – Meets Expectations (3 points)	3 – Exceeds Expectations (4 points)
Pedagogical Theory (4 points)	Pedagogical theory was not identified/addressed or information provided was underdeveloped; does not meet standards of doctoral level coursework	Pedagogical theory was identified/addressed but missing one or two key considerations; meets standards of doctoral level coursework	Pedagogical theory was clearly identified/addressed with no missing detail; meets standards of doctoral level coursework



Approach to Learning (4 points)	Personal approach to learning was not identified/addressed or information provided was underdeveloped; absence of a rationale as to why you perceive that approach to be important; does not meet standards of doctoral level coursework	Personal approach to learning was identified/addressed but missing one or two key considerations; rationale as to why you perceive that approach to be important provided; meets standards of doctoral level coursework	Personal approach to learning was identified/addressed with no missing detail; rationale as to why you perceive that approach important provided; meets standards of doctoral level coursework
Teaching Beliefs (4 points)	Personal teaching beliefs were not identified/addressed or information provided was underdeveloped; absence of a rationale as to why you perceive that approach to be important; does not meet standards of doctoral level coursework	Personal teaching beliefs were identified/addressed but missing one or two key considerations; rationale as to why you perceive that approach to be important provided; meets standards of doctoral level coursework	Personal teaching beliefs were identified/addressed with no missing detail; rationale as to why you perceive that approach important provided; meets standards of doctoral level coursework
Teaching Methods (4 points)	Absence of evidence indicating your teaching methods; does not meet standards of doctoral level coursework	Evidence indicating teaching methods but missing one or two key considerations; meets standards of doctoral level coursework	Clear evidence of teaching methods included with no missing detail; meets standards of doctoral level coursework
APA Style, Writing Style, and Overall Organization (4 points)	Does not adhere to APA style; poor grammar and sentence structure; paper is disorganized; omission of in-text citations and references (if appropriate)	Mostly adhere to APA style; sufficient grammar and sentence structure; paper is fairly organized; Use of in-text citations and references (if appropriate)	Completely adhere to APA style; sufficient grammar and sentence structure; paper is well-organized; Use of in-text citations and references (if appropriate)

### **c. Syllabus (20 points)**

Develop a syllabus for a course related to counseling/counselor education. I will provide a shell syllabus to help you with this project. You will need to include all typical aspects of a syllabus including but not limited to: CACREP standards, grading, rubrics, description of assignments, class schedule, textbook, and policies.

### **Syllabus Rubric**

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3 – *Exceeds Expectations* (18-20 points)

Provides organized syllabus for a counseling course. Includes all criteria noted above. Must be indicative of a CACREP syllabus (with all criteria).

2 – *Meets Expectations* (16-17 points)

Provides somewhat disorganized syllabus; however, includes all criteria and/or is missing some criteria noted. More details needed.

1 – *Does Not Meet Expectations* (0-15 points)

Disorganized syllabus with lack of criteria noted. Does not complete assignment. Not CACREP syllabus.

**d. Lesson Plan (20 points)**

For the lesson plan, you will take two classes from your syllabus class (i.e., the class in which you chose to make a syllabus), and develop a lesson plan for each. This lesson plan should include: an outline of the class, readings (textbook reference and chapters, article references, additional readings/resources), goals of the class, list of any activities, and any materials, PowerPoints, discussions, and/or activities for that day. You must include any course materials for that course. For example, if you are teaching reflecting feeling in a basic skills course, include your PowerPoint, any class discussion notes, and activity for the day (e.g., case study, role-play set-up, video, etc.). I want to see the actual class materials.

**Lesson Plan Rubric**

20 points	1 – Does Not Meet Expectations (0-3 points)	2 – Meets Expectations (4 points)	3 – Exceeds Expectations (5 points)
Outline of the Class (5 points)	Outline is missing or lacks details/is surfaced (less than a page); does not meet standards of doctoral level coursework	Has a clear outline but missing some details (at least a page); meets standards of doctoral level coursework	Has a clear and thorough outline of the class (more than a page); meets standards of doctoral level coursework
Readings and Goals (5 points)	Either does not include any readings or does not go beyond a textbook; goals lack clarity and/or are not obtainable; does not meet standards of doctoral level coursework	Includes readings only from textbook; Includes clear goals for classes; meets standards of doctoral level coursework	Includes readings that match with the class content; also includes additional materials outside of a textbook (i.e., peer-reviewed counseling literature; scholarly websites); Includes clear goals for classes; meets standards of doctoral level coursework

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Class Materials (5 points)	Missing class materials or does not include 2 classes (automatic 0); does not meet standards of doctoral level coursework	Some class materials are missing or lacked detail; no clear teaching philosophy; meets standards of doctoral level coursework	Includes all class materials for 2 courses from syllabus; Class materials were well thought out and matched a clear teaching philosophy; meets standards of doctoral level coursework
Lesson Plan Overall Organization and Professionalism (5 points)	Lesson Plan is disorganized and unprofessional; does not meet standards of doctoral level coursework	Lesson plan could benefit from more organization and professionalism but overall still indicative of doctoral level work	Lesson Plan is organized and professional; adheres to an appropriate writing style with no major mistakes; meets standards of doctoral level coursework

**e. Assessment Plan (20 points)**

For the assessment plan, you will include student assessments of learning for at least two assignments in your developed course (course same as syllabus). This will include a detailed explanation on your assignment and assessment, the actual assessment (i.e., discussion posting, paper, presentation, taping, etc.), and rubrics attached to each of the student assessment of learnings.

**Assessment Plan Rubric**

3 – *Exceeds Expectations* (18-20 points)

Assessment plan is inclusive of all the necessary criteria discussed and presented in detail and professionally. Rubric is well thought out and makes sense for the assignment. Provides example of the assignment and assessment. Assessment is appropriate for a graduate level course and aligns with the course content. Indicative of doctoral level work.

2 – *Meets Expectations* (16-17 points)

Assessment plan includes all the necessary criteria; however, missing some details or is disorganized. Assessment is not appropriate for graduate level course and/or does not align with the course content. Indicative of doctoral level work.

1 – *Does Not Meet Expectations* (0-15 points)

Assessment plan does not include all of the necessary criteria or is haphazardly presented. Assessment is not appropriate for a graduate level course and does not align with the course content. Not indicative of doctoral level work.



**4. Teaching Observation (10 points)**

Complete an observation of another instructor’s course in the counseling department. You will need to (a) receive permission from the instructor to observe and (b) observe the entire course. Please note that if the instructor wishes to remain anonymous, they can, you will need to mask any identifying information (name, course name, etc.).

After observing, complete a paper (2-4 pages) that will include the following components:

- Statement of observation (e.g. What did you learn? What did you observe?)
- Suggestions of teaching (e.g. What would you do differently? What would you suggest to this instructor for improvement?)
- Discussion of the principles (ones you observed) for adult education and/or teaching guidelines on pages 31-46.

**Teaching Observation Rubric**

10 points	1 – Does Not Meet Expectations (0 – 1 points)	2 – Meets Expectations (2 points)	3 – Exceeds Expectations (2.5 points)
Statement of Observation (2.5 points)	Observation and learning points not addressed/explored or insufficiently addressed/explored; does not meet standards of doctoral level coursework	Observation and learning points addressed/explored but one or two points were underdeveloped; meets standards of doctoral level coursework	Observation and learning points addressed/explored but one or two points were underdeveloped; meets standards of doctoral level coursework
Suggestions of Teaching (2.5 points)	Suggestions of teaching were not addressed/explored or insufficiently addressed/explored; does not meet standards of doctoral level coursework	Suggestions of teaching were addressed/explored but one or two points were underdeveloped; meets standards of doctoral level coursework	Suggestions of teaching were addressed/explored; meets standards of doctoral level coursework
Discussion of Principles (2.5 points)	Discussion of principles for adult education were not addressed/explored or insufficiently addressed/explored; does not meet	Discussion of principles for adult education were addressed/explored but one or two points were underdeveloped; meets standards of	Discussion of principles for adult education were well-addressed/explored; meets standards of doctoral level coursework





	standards of doctoral level coursework	doctoral level coursework	
APA Style (2.5 points)	Does not adhere to APA style; poor grammar and sentence structure; paper is disorganized; omission of in-text citations and references (if appropriate)	Mostly adhere to APA style; sufficient grammar and sentence structure; paper is fairly organized; Use of in-text citations and references (if appropriate)	Completely adhere to APA style; sufficient grammar and sentence structure; paper is well-organized; Use of in-text citations and references (if appropriate)

## GRADING

Final grades in this course will be based on the following scale:

90%-100%	A
80%-89%	B
70%-79%	C
60%-69%	D
< 59%	F

### Final Grading

Teaching Demonstration	50 points
CETP: Curriculum Vitae	20 points
CETP: Teaching Philosophy	20 points
CETP: Syllabus	20 points
CETP: Lesson Plan	20 points
CETP: Assessment Plan	20 points
In-class discussion	10 points
Teaching Observation	10 points
 Total	 170 points

**\*\*\*Assignments are due on the day noted in the syllabus. Unless noted otherwise, all assignments are due at the beginning of the class period (i.e., 4:29pm). Late assignments will have 10% deduction per day late from the final score, and will not be accepted three days after the due date.**



## TECHNOLOGY REQUIREMENTS

### Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

### Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

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### Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or <b>point</b> release of that major version) and the previous major version of iOS (the latest minor or <b>point</b> release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version.  Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  - 512 MB of RAM, 1 GB or more preferred
  - Broadband connection required courses are heavily video intensive
  - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- **For YouSeeU Sync Meeting sessions 8 Mbps is required.** Additional system requirements found here: <https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>
- You must have a:
  - Sound card, which is usually integrated into your desktop or laptop computer
  - Speakers or headphones.
  - \*For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The

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most current version of Java can be downloaded at: [JAVA web site](http://www.java.com/en/download/manual.jsp)  
<http://www.java.com/en/download/manual.jsp>

- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
  - [Adobe Flash Player \(version 17 or later\)](https://get.adobe.com/flashplayer/) <https://get.adobe.com/flashplayer/>
  - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
  - [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

## ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.



## **COMMUNICATION AND SUPPORT**

### **Brightspace Support Need Help? Student Support**

If you have any questions or are having difficulties with the course material, please contact your Instructor.

### **Technical Support**

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words “click here” to submit an issue via email.



### **System Maintenance**

Please note that on the 4<sup>th</sup> Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

### **Interaction with Instructor Statement**

Communication with your professors is key to your professional growth. I am here to support and guide you along your academic journey. With that being said, I cannot help you if you do not communicate with me. Please make an appointment if you have any concerns or questions. Because I teach in different locations, email is the best way to reach me. I will attempt to answer all emails within 24 hours, Monday-Friday, but at times will need up to 72 hours to do so. When emailing, please use your university email and address me with courtesy and respect.

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Course Specific Procedures/Policies**

Written assignments are due on the day noted in the syllabus. All papers are due at the beginning of the class period. Late papers will have 10% deduction per day late from the final score.

### **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

*The syllabus/schedule are subject to change*



## **University Specific Procedures**

### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: Netiquette

<http://www.albion.com/netiquette/corerules.html>

### **TAMUC Attendance**

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

### **Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Graduate Student Academic Dishonesty 13.99.99.R0.10

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>



## **ADA Statement**

### **Students with Disabilities**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

### **Office of Student Disability Resources and Services**

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

### **Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### **Campus Concealed Carry Statement**

Texas Senate Bill – 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>



Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

### COURSE OUTLINE / CALENDAR

Date	Topic	CACREP Standard(s)	Readings	Assignments
Week 1	-Introductions -Roles and Responsibilities on educating counselors	6.B.3.a.	-McAuliffe & Eriksen (2011) Chapter 1 -Svinicki & McKeachie (2014) Chapter 1  -Articles: (ACES, 2016; Swank, & Houseknecht, 2019)	
Week 2 <i>Virtual Class</i>	-Approaches to teaching and learning -Models of adult learning	6.B.3.b. 6.B.3.c.	-McAuliffe and Eriksen (2011) Chapters 1-3  -Articles: (Sheely-Moore, 2016)	
Week 3	-Active and Experiential Learning; Writing	6.B.3.b.	-Svinicki & McKeachie (2014) Chapter 14-16	
Week 4	-Curriculum Vitae  -Teaching Philosophy			Curriculum Vitae Due in class (bring paper copy to class)
Week 5 <i>Virtual Class</i>	-Teaching methods and strategies	6.B.3.a. 6.B.3.b.	-McAuliffe and Eriksen (2011) Chapter 5 -Svinicki & McKeachie (2014) Chapter 4, 5, & 6	Teaching Philosophy Due (Optional)
Week 6	-Teaching methods and strategies part two	6.B.3.a. 6.B.3.b.	-McAuliffe and Eriksen (2011) Chapter 5 -Svinicki & McKeachie (2014) Chapter 4, 5, & 6	Discussion Led Activity
Week 7	-Planning, designing and delivering course material	6.B.3.d.	-Svinicki & McKeachie Chapters 2-3	Discussion Led Activity

*The syllabus/schedule are subject to change*





Week 8 <b>Virtual Class</b>	-Teaching demonstrations		-McAuliffe and Eriksen (2011) Chapters 6-22	<b>Teaching Demonstration (by sign up)</b>
Week 9 <b>Virtual Class</b>	-Evaluation and Assessment in Counselor Education  -Teaching demonstrations	6.B.3.d. 6.B.3.g.	-McAuliffe and Eriksen (2011) Chapter 4; 23 -Svinicki & McKeachie (2014) Chapter 7-10 -Article: (Barrio Minton & Gibson, 2012)  -McAuliffe and Eriksen (2011) Chapters 6-22	<b>Teaching Demonstration (by sign up)</b>  Syllabus Due (Optional)
Week 10 <b>Virtual Class</b>	-Teaching Online	6.B.3.e.	-McAuliffe and Eriksen (2011) Chapter 24 -Svinicki & McKeachie (2014) Chapter 17  Articles: (Benshoff & Gibbons, 2011; Dixon, 2010; Hall et al, 2010; Perjessy, 2016; Scholl et al, 2017; Sheperis, Ordway, & Lamar, 2020; Sheperis et al, 2020; Smith et al, 2015, Snow et al, 2018)	<b>Teaching Demonstration (by sign up)</b>
Week 11 <b>Virtual Class</b>	-Teaching Online  -Teaching demonstrations	6.B.3.e.	McAuliffe and Eriksen (2011) Chapters 6-22	<b>-Teaching Demonstration (by sign up)</b>  -Lesson Plan Due (Optional)
Week 12	TCA-No Class		TCA-No Class	TCA-No Class
Week 13 <b>Virtual Class</b>	-Screening, remediation, and gatekeeping functions relevant to teaching  -Teaching demonstrations	6.B.3.f.	-McAuliffe and Eriksen (2011) Chapter 23 -Svinicki & McKeachie (2014) Chapters 7-10; 13; 22  ACA Code of Ethics; CACREP 2016 Standards  McAuliffe and Eriksen (2011) Chapters 6-22	<b>Teaching Demonstration (by sign up)</b>  Assessment Plan Due (Optional)
Week 14	Thanksgiving Break-No Class		Thanksgiving Break-No Class	Thanksgiving Break-No Class
Week 15 <b>Virtual Class</b>	-Ethics of teaching Culturally relevant strategies used in counselor preparation  -Teaching	6.B.3.h.	Svinicki & McKeachie (2014) Chapters 12-13; 22  McAuliffe and Eriksen (2011) Chapters 6-22	<b>-Teaching Demonstration (by sign up)</b>  <b>-Counselor Education Teaching</b>



	demonstrations			<b>Portfolio Due</b>
Week 16	-Mentoring students -Ending an academic semester  -Teaching demonstrations	6.B.3.i.	-Articles: (ACES, 2016; Baltrinic, Jencius, & McGlothlin, 2016; Kuo, Woo, & Bang, 2017; Moate et al, 2017; Waalkes, 2018)  -McAuliffe and Eriksen (2011) Chapters 6-22	<b>-Teaching Observation due by end of semester</b>

## **Appendix A**

### Teaching Demonstration Guidelines

1. Preparation for the teaching demonstration
  - You are to develop a lesson plan for your teaching demonstration to give to the instructor and class a week prior (email via D2L) which will include an outline of your teaching day (i.e., lesson plan), overview of your topic, course outcomes, CACREP 2016 standards, any activities for the day, list of reading assignments, an assignment and/or discussion posting appropriate for online learning, and evaluation method of student learning outcomes (i.e., assessment of learning).
  - Develop and evaluation for your peers (can give the week you teach). These can be quantitative, qualitative, or both.
2. On teaching day
  - Teach your peers how to teach the content/chapter chosen.
  - Include ethical and culturally relevant strategies important in your specific class
  - Include methods on how to appropriately teach your course in an online environment
  - Distribute your evaluation so the instructor and peers can provide you with feedback.
  - Debrief with instructor and class. Be prepared to discuss strengths and growth areas.

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3. After demonstration

- Reflect on your teaching demonstration. If you need more supervision, please speak with the instructor (due week after you teach).
- Provide a 2-4-page reflection on your demonstration. Include what you learned, strengths, growth areas, and how you plan to develop those growth areas as an educator. Be critical yet gracious with yourself.