



COUN 650: Instructional Theory and Methods in Counselor Education

Course Syllabus: *Spring 2021*
Online

INSTRUCTOR INFORMATION

Instructor: Erika L. Schmit, PhD, LPC

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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): Danielle McGarrh

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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- American Counseling Association (2014). ACA Code of Ethics. : Author.
Retrieved from <https://www.counseling.org/resources/aca-code-of-ethics.pdf>
- ACES Teaching Initiative Taskforce (2016). Best practices in teaching in counselor education report 2016. (pp. 1-127). <http://www.acesonline.net/resources/aces-teaching-initiative-taskforce-report-october-2016>
- Baltrinic, E. R., Barrio Minton, C., & Wood, S. (2016). Doctoral level teaching preparation for counselor educators. In ACES Teaching Initiative Taskforce, Best practices in teaching in counselor education report 2016 (pp. 30–37).
<http://www.acesonline.net/resources/aces-teaching-initiative-taskforce-report-october-2016>
- Baltrinic, E., Jencius, M. J., & McGlothlin, J. (2016). Co-teaching in counselor education: Preparing doctoral students for future teaching. *Counselor Education & Supervision, 55*, 31-45.
- Barrio Minton, C. A. (2019). Counselor education and supervision: 2017 inaugural review. *Counselor Education and Supervision, 58*(1), 4-17. doi:10.1002/ceas.12120
- Barrio Minton, C. A., & Gibson, D. M. (2012). Evaluating student learning outcomes in counselor education: Recommendations and process considerations. *Counseling Outcome Research & Evaluation, 3*, 73-91.
- Barrio Minton, C. A., Wachter Morris, C. A., & Bruner, S.L., (2018). Pedagogy in Counselor Education: 2011–2015 Update, *Counselor Education and Supervision, 57*, 3, (227-236).
- 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.
- Benshoff, J. M., & Gibbons, M. M. (2011). Bringing life to e-learning: Incorporating a synchronous approach to online teaching in counselor education. *The Professional Counselor, 1*(1), 21-28.
- 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.
- Moate, R. M., Cox, J. A., Brown, S. R., & West, E. M. (2017). Perceptions of helpfulness of teachers in didactic courses. *Counselor Education and Supervision, 56*(4), 242-258.
- 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



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



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

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 6th 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).

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9. Do work ahead of time. I realize this may not always be possible; however, when you 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

***** Changes in Syllabus**

1. Keeping teaching demonstration (with partner)
2. No longer will do the leading an in-class discussion
3. Counselor education teaching portfolio is staying
 - a. CV
 - b. Teaching philosophy
 - c. Syllabus- partnered
 - d. Lesson Plan- partnered
 - e. Assessment Plan- partnered
4. No longer will do teaching observation
5. Dates altered in schedule

1. Teaching Demonstration (50 points)

You and your partner will prepare a teaching demonstration appropriate for an online master's level class (listed in chapters 6-22). For this teaching demonstration, you will need to complete two major things: (a) a PowerPoint Voiceover (or video) and (b) a discussion posting that you will have to prepare and look after during your teaching week. In appendix A, you will find guidelines for this assignment.

As a student/peer for that week, you will have to review the PowerPoint and participate in the discussion board.



Teaching Demonstration Rubric

50 points	1 – Does Not Meet Expectations (0-7 points)	2 – Meets Expectations (8 points)	3 – Exceeds Expectations (9-10 points)
Content including a summary of your class content, instructional methods, and knowledge of course content (10 points)	Students have little knowledge of course content identified/addressed with many missing details; Students are missing some content needed; Students do not demonstrate instructional methods (i.e., the How will you teach this?); Does not meet standards of doctoral level coursework	Students have some knowledge of course content identified/addressed with little missing detail; Students include a summary of their class content; Student somewhat demonstrates knowledge of instructional methods (i.e., the How will you teach this?); meets standards of doctoral level coursework	Students have knowledge of course content clearly identified/addressed with no missing detail; Students include a summary of their class content; Student clearly demonstrates knowledge of instructional methods (i.e., the How will you teach this?); meets standards of doctoral level coursework
Ethical and culturally relevant strategies important in your specific class (10 points)	Absence of evidence indicating ethical and culturally relevant strategies important in your specific class; does not meet standards of doctoral level coursework	Evidence indicating ethical and culturally relevant strategies important in your specific class but missing one or two key considerations; meets standards of doctoral level coursework	Clear evidence of ethical and culturally relevant strategies important in your specific class included with no missing detail; meets standards of doctoral level coursework
Effective approaches for online instruction (10 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
Evaluation (10 points)	Students did not develop a discussion of how to evaluate/assess student learning	Students developed a discussion of how to evaluate/assess student learning; however, missing important criteria	Students developed a clear discussion of how to evaluate/assess student learning

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Extras including a list of readings and resources, extra activities and/or discussion questions (10 points)	Does not provide a thoughtful list and discussion of extras. Does not provide peers with an appropriate discussion posting for the week (0 points).	Provides a thoughtful list and discussion of extras; however, some important criteria missing. Provides peers with an appropriate discussion posting for the week.	Provides a thoughtful list and discussion of extras. Provides peers with an appropriate discussion posting for the week.
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2. 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 find more guidelines for each criterion 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 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)

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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	Does not adhere to APA style; poor grammar and sentence structure; paper is disorganized;	Mostly adhere to APA style; sufficient grammar and sentence structure; paper is fairly	Completely adhere to APA style; sufficient grammar and sentence structure; paper is well-

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Organization (4 points)	omission of in-text citations and references (if appropriate)	organized; Use of in-text citations and references (if appropriate)	organized; Use of in-text citations and references (if appropriate)
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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

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	Has a clear outline but missing some details (at	Has a clear and thorough outline of the

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	page); does not meet standards of doctoral level coursework	least a page); meets standards of doctoral level coursework	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
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

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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.

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
Total	150 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.**

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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



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 point release of that major version) and the previous major version of iOS (the latest minor or point 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.

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 4th 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

Website: [Office of Student Disability Resources and Services](#)

<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 (send to teaching partner for feedback) Due to me by 9/20
Week 5	-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	
Week 6 <i>Virtual Class</i>	-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	Teaching Philosophy Due
Week 7	-Planning, designing and delivering course material	6.B.3.d.	-Svinicki & McKeachie Chapters 2-3	-Teaching Demonstration

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Week 8	-Teaching demonstrations		-McAuliffe and Eriksen (2011) Chapters 6-22	Teaching Demonstration
Week 9	-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	Teaching Demonstration Syllabus Due
Week 10	-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)	Teaching Demonstration
Week 11	-Teaching Online -Teaching demonstrations	6.B.3.e.	McAuliffe and Eriksen (2011) Chapters 6-22	Teaching Demonstration Lesson Plan Due
Week 12				
Week 13	-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	Teaching Demonstration Assessment Plan Due
Week 14				
Week 15	-Ethics of teaching Culturally relevant strategies used in counselor preparation -Teaching demonstrations	6.B.3.h.	Svinicki & McKeachie (2014) Chapters 12-13; 22 McAuliffe and Eriksen (2011) Chapters 6-22	-Teaching Demonstration



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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	
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The syllabus/schedule are subject to change



Appendix A
Teaching Demonstration Guidelines

For **teaching demonstration**, 2 major things:

- 1) PowerPoint voiceover of your topic
 - a. Summary of the content
 - b. How you would teach it? Include instructional methods (i.e., small lecture, discussion, experiential activity, case study).
 - c. Ethical and culturally relevant strategies important for that class
 - d. Effective strategies for online learning specific to your class
 - e. Extras (list of readings and resources, extra activities and discussion questions)
 - f. Assessment/Evaluation

- 2) Discussion posting that you will have to prepare and look after
 - a. Develop your rules/timeline for the discussion
 - b. Develop your own discussion posting (*topic must be related to your teaching topic)
 - c. A strong discussion post should: (a) allow your students to actively engage in the topic, (b) allow students to utilize their critical thinking skills, and (c) allow students to reflect on their own perspective related to the material.