

COUN 650: Instructional Theory and Methods in Counselor Education

COURSE SYLLABUS: COUN 650 - SPRING 2026

DALLAS CAMPUS

Wednesdays 4:30 PM – 7:10 PM CST

INSTRUCTOR INFORMATION

Instructor: Robyn L. Flores, Ph.D., LMFT-S, LPC, NCC, ACS

Office Location: Dallas campus – 8750 N. Central Expressway – Office #2054

Office Hours: Wednesdays 9:00 AM – 3:00 PM CST – email to schedule a time slot

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Preferred Form of Communication: Email

Communication Response Time: 24 business hours

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Required Textbook

McAuliffe, G. J., & Eriksen, K. (Eds.) (2011). *Handbook of counselor preparation: Constructivist, developmental, and experiential approaches (1st edition)*. Sage Publications.

Recommended Textbook

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

***Note: This course uses D2L as its Learning Management System

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

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-](http://www.acesonline.net/resources/aces-teaching-initiative-taskforce-report-october-2016)

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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.
- 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/>
- Dixon, 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*

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Counselor, 9(2), 109-125.

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., 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. & 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.

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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.

Student Learning Outcomes (SLOs):

Measurement 1 (Knowledge):

I. Teaching Philosophy Paper. Students will develop and describe their personal approach to teaching, including an exploration of pedagogical theory, learning approaches, and teaching methods they plan to utilize.

*All SLOs address the respective CACREP Standards evident in the syllabus.

2024 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, & Houseknecht, 2019) ● Class Discussion (Weeks 1; 5-6) ● Class Activities (Weeks 1; 5-6) 	1. Counselor Education Teaching Portfolio	1. Counselor Education Teaching Portfolio Rubric	1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
6.B.3.b. andragogy and adult learning theories	<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) 	1. Teaching Demonstration 2. Counselor Education Teaching Portfolio	1. Teaching Demonstration Rubric 2. Counselor Education Teaching Portfolio Rubric	1. & 2. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
6.B.3.c. teaching methods relevant to counselor education	<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) 	1. Counselor Education Teaching Portfolio	1. Counselor Education Teaching Portfolio Rubric	1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
6.B.3.d. curriculum design and	<ul style="list-style-type: none"> ● Lecture (Week 7; 9) 	1. Teaching Demonstration	1. Teaching Demonstration	1. & 2. ≥ 80% of average

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instructional delivery	<ul style="list-style-type: none">● Readings (McAuliffe & Eriksen, 2011 [Chapters 4; 23]; Svinicki & McKeachie, 2014 [2-3; 7-10])● Class Discussion (Weeks 7; 9)● Class Activities (Weeks 7; 9)	2. Counselor Education Teaching Portfolio	Rubric 2. Counselor Education Teaching Portfolio Rubric	rubric scores will either meet (2) or exceed (3) expectation
6.B.3.e. the use of technology in instructional design and program delivery types	<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 et al, 2015, Snow et al, 2018)● Class Discussion (Weeks 10-11)● Class Activities (Weeks 10-11)	1. Teaching Demonstration	1. Teaching Demonstration Rubric	1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
6.B.3.f. integration of diversity, equity, inclusion, and social justice principles and practices in the counselor education curriculum	<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. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
6.B.3.g. universal design to meet the needs of all students with respect for individual differences in 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)	1. Teaching Demonstration 2. Counselor Education Teaching Portfolio	1. Teaching Demonstration Rubric 2. Counselor Education Teaching Portfolio Rubric	1. & 2. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
6.B.3.h. instructional and curricular evaluation methods	<ul style="list-style-type: none">● Barrio Minton, C. A., & Gibson, D. M. (2012). Evaluating student learning outcomes in counselor education: Recommendations and process considerations. Counseling Outcome Research & Evaluation, 3,	Teaching Demonstration Counselor Education Teaching Portfolio	Teaching Demonstration Rubric Counselor Education Teaching Portfolio Rubric	1. & 2. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation

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	73-91.			
6.B.3.i. screening, remediation, and gatekeeping functions relevant to teaching	<ul style="list-style-type: none">● Remediation lecture● <i>Ward v. Wilbanks</i>● Remediation plan	3. Teaching Demonstration Counselor Education Teaching Portfolio	3. Teaching Demonstration Rubric Counselor Education Teaching Portfolio Rubric	1. & 2. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
6.B.3.j assessment of student learning and professional dispositions	<ul style="list-style-type: none">● 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.	Teaching Demonstration 1. Counselor Education Teaching Portfolio	Teaching Demonstration Rubric 1. Counselor Education Teaching Portfolio Rubric	1. & 2. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
6.B.3.k. legal and ethical issues and responsibilities in counselor education for all program delivery types	<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)	2. Teaching Demonstration	2. Teaching Demonstration Rubric	1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
6.B.3.m. 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. ≥ 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.

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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 7th 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 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. Communicate if anything comes up (i.e., emergencies, sickness, etc.).
10. Be open to the process. This degree takes time, work, effort, and growth.

In addition to the above, 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

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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 (CACREP KPI Assessment) (50 points)

Throughout the semester, you and your peers will be teaching a subject/class. You will need to prepare a class (90-100minutes) 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. Your instructor and peers will provide 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. You may consider recording yourself teaching. As in counseling, teaching may be new for some of you and watching yourselves utilize new skills may help your learning and development.

- Choose a masters-level course (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 that must be addressed in this assignment:
 - Preparation
 - Demonstration
 - Reflection

Teaching Demonstration Rubric

50 points	1 – Does Not Meet Expectations (0-3 points)	2 – Meets Expectations (4 points)	3 – Exceeds Expectations (5 points)
Preparation for teaching demonstration 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	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	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

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	are inappropriate for chosen class.	materials are appropriate for chosen class.	appropriate for chosen class.
Preparation for teaching demonstration 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
Teaching Demonstration Day 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
Teaching Demonstration Day 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
Teaching Demonstration Day Ethical and culturally relevant strategies important in your specific class (5 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
Teaching Demonstration Day 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

Teaching Demonstration Day 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
Teaching Demonstration Day 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
Reflection 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.
Professionalism (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 online and in-class discussion (10 points)

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

- Academic and university culture
- Technology in counselor education
- Working with challenging students
- Wellness in academia
- Mentorship in Counselor Education
- Gatekeeping
- Ethics and legal aspects of Counselor Education

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- Developing a research agenda

In-Class Discussion Rubric

3 – <i>Exceeds Expectations</i> (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 – <i>Meets Expectations</i> (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 – <i>Does Not Meet Expectations</i> (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 (CACREP KPI Assessment) (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. Updated 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 – <i>Exceeds Expectations</i> (18-20 points)	Provides organized and well thought out curriculum vitae. Includes all sections with explanations. Realizes gaps in CV.
2 – <i>Meets Expectations</i> (16 – 17 points)	CV appears somewhat disorganized; however, includes all components

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1 – Does Not Meet Expectations (0-15 points)	Disorganized CV with lack of information and/or explanation. Does not complete assignment.
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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	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	Personal teaching beliefs were identified/addressed with no missing detail; rationale as to why you perceive that approach important provided; meets standards of

	meet standards of doctoral level coursework	standards of doctoral level coursework	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 syllabus template 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 – <i>Exceeds Expectations</i> (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 – <i>Meets Expectations</i> (16-17 points)	Provides somewhat disorganized syllabus; however, includes all criteria and/or is missing some criteria noted. More details needed.
1 – <i>Does Not Meet Expectations</i> (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

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course materials for that course. For example, if you are teaching reflecting feeling in a basic skills course, include your presentation, 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
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

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			doctoral level coursework
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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 – <i>Exceeds Expectations</i> (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 – <i>Meets Expectations</i> (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 – <i>Does Not Meet Expectations</i> (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.

2. 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 standards of doctoral level coursework	Discussion of principles for adult education were addressed/explored but one or two points were underdeveloped; meets standards of doctoral level coursework	Discussion of principles for adult education were well-addressed/explored; meets standards of 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
-Curriculum Vitae	20 points
-Teaching Philosophy	20 points
-Syllabus	20 points
-Lesson Plan	20 points
- Assessment Plan	20 points
In-class discussion	10 points
Teaching Observation	10 points
Participation	30 points
Total	200 points

*****Assignments are due on the day noted in the syllabus. Unless noted otherwise, all assignments are due on the day of class (Wednesdays by 4:30PM). Late assignments will have 10% deduction - per day after the due date - 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.

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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.

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
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.

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- 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
- 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 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, 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, an ETAMU 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.

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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.

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>

ETAMU 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 East Texas A&M University 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

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<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

East Texas A&M University

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

East Texas A&M University 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 East Texas A&M University 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 East Texas A&M Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

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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 East Texas A&M campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

East Texas A&M Supports Students' Mental Health

The Counseling Center at East Texas A&M, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.



<http://telusproduction.com/app/5108.html>

AI use policy [Draft 2, May 25, 2023]

East Texas A&M University acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course. Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors'

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guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty

13.99.99.R0.10 Graduate Student Academic Dishonesty

COURSE OUTLINE AND CALENDAR

**SUBJECT TO CHANGE*

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	-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	-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

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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
Week 8	-Teaching demonstrations		-McAuliffe and Eriksen (2011) Chapters 6-22	Teaching Demonstration (by sign up)
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 (by sign up) 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 (by sign up)
Week 11	-Teaching Online -Teaching demonstrations	6.B.3.e.	McAuliffe and Eriksen (2011) Chapters 6-22	-Teaching Demonstration (by sign up) -Lesson Plan Due
Week 12	NO CLASS			

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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 (by sign up) Assessment Plan Due
Week 14	Teaching demonstrations			Teaching Demonstration (by sign up)
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 (by sign up) -Counselor Education Teaching Portfolio Due
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	-Teaching Demonstration (by sign up) -Teaching Observation due by end of semester

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.
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.