



**COUN 7336: College Teaching in Counseling
Summer, 2018**

COUN 7336 is a required course for Counselor Education Doctoral Program

**College of Education
Department of Counselor Education**

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Course Format: The course is strongly experiential. A considerable amount of time is spent in participatory activities that will help the student to understand in real-life terms the activity of teaching in counselor education. Students are expected to pursue the assigned readings and do outside research as self-directed learning. Sharing of observations, interpretations and research is encouraged among students both in and outside of class sessions. To be an expert in counseling is not automatically to be an expert in teaching counseling. This course is an introduction to the teaching process, designed for doctoral students who likely will find themselves in formal and/or informal teaching and training situations. No assumptions are made about prior teaching experience.

Day and time the class meets: **TWC 345** **4:30-8:50**

Location of class: Woodlands Center

Course Description: A study of teaching philosophy, theories, strategies, and models for adult learners. Doctoral students practice teaching, lecture to a master's level class, and guide group discussion with faculty supervision. Online curriculum design, delivery and evaluation methods relevant to counselor education are covered.

Textbooks: McAuliffe, G., & Eriksen, K. (2011). *Handbook of counselor preparation: Constructivist, developmental, and experiential approaches*. Thousand Oaks, CA: Sage Publications.

McKeachie, W. (2014). *Teaching tips: Strategies, research, and theory for college and university teachers*. (14th ed). Belmont, CA: Wadsworth, Cengage Learning.

Taylor, K., & Marienau, C. (2016). *Facilitating learning with the adult brain in mind: A conceptual and practical guide*. San Francisco: Jossey-Bass.

Additional Materials:

Computer with basic audio/video output equipment; internet access, Microsoft office

Objectives, Activities, Performance Assessment, and Standards

Learning Outcomes	Activities	Performance Assessment (See calendar for due dates)	CACREP Standards
<p>Understand the tasks, roles and responsibilities of becoming a counselor educator (2009, 2016)</p> <p>Knowledge and conceptualization of the role of mentoring in counselor education (2016)</p> <p>Demonstrate a personal philosophy of teaching and learning (2009)</p>	<p>Complete an interview with your assigned university professor. Develop a set of questions appropriate to engage the interviewee in a discussion of the responsibilities of a faculty. Include topics of screening, gatekeeping and remediation.</p> <p>Create a packet as if you are applying for a counselor educator position.</p>	<p>Interview a Counselor Educator (See appendix D with grading rubric)</p> <p>Prepare Teaching Philosophy Statements (See appendix A and grading rubric).</p> <p>Create a job search packet (see Appendix E with grading rubric)</p>	<p>DOC 2016 standards B.3.a.; and B.3.i. DOC 2009 standards IV. C. 1.</p> <p>DOC 2009 standard IV.D. 1.</p>
<p>Demonstrate various strategies of teaching and learning, with emphasis on those appropriate for counselor education (2016)</p> <p>Develop a technique to help students develop into competent counselors (2009)</p>	<p>Select a teaching strategy listed and present to class using a counseling topic</p>	<p>Student will demonstrate Integration of course topic and good teaching strategies. (See appendix B and grading rubric)</p> <p>Audience of peers will be engaged by the presenter and verbally respond to the seminar topic.</p> <p>Sign up first night of class for strategies.</p>	<p>DOC B.3b</p> <p>DOC 2009 standards IV. D.3.</p>
<p>Participate in a discussion of key theories that inform practice of teaching adult learners (2016)</p> <p>Knows instructional theory and methods relevant to counselor education (2009)</p>	<p>Read assigned chapter</p> <p>The following reading will be provided by faculty: Read Part 4: The Learning Transaction with Adults (Merriam & Caffarella) and Teaching/Learning Models, (Travis, p. 57-75)</p>	<p>Select a theory or theories that best reflects your understanding of adult learning and discuss in your teaching experience paper. (See Appendix C and grading rubric)</p>	<p>DOC B.3.c</p> <p>DOC 2009 standards IV.C.2.</p>

Observe, critique, and participate in instructional design, delivery, and evaluation methods (2009, 2016)	<p>a) Schedule visits with a COUN faculty member to (1) observe one class, (2) facilitate a teaching/learning activity or group during the second class, (3) teach the class.</p> <p>b) Arrange to assist with grading</p>	<p>Meet with faculty member before class or via email and discuss how you will facilitate the teaching experience on the 2nd visit.</p> <p>Reflect on observation via paper assignment.</p>	<p><i>DOC B.3.d.</i></p> <p><i>DOC 2009 standard IV. D. 2.</i></p>
Practice effective approaches for online instruction (2016)	Participate in on-line blackboard instructional assignments of 1) develop content, 2) create lecture using Kaltura 3) create discussion board and add grading column, and 4) upload Kaltura media	Participation grade	<i>DOC B.3.e</i>
<p>Develop and present a lesson for a Master's level course.</p> <p>Research ethical and culturally relevant teaching considerations (2009, 2016)</p>	<p>Arrange with a COUN faculty member to conduct a class for a counseling course, implementing at least two appropriate teaching methods (skill training, seminar, discussion, lecture, group activity) and two learning strategies (see objective 2).</p> <p>Video tape your teaching experience for you to review later.</p>	<p>Read the chapter in the McAuliffe & Eriksen book that most closely aligns with the course you will teach. Prepare an outline of the lesson you will present. Choose a lens through which to examine and critique your experience for objective 5 and 6. (model or theory, you may want to discuss strategies used as well)</p> <p>Submit a paper, not to exceed 2000 words, in which your critique the teaching session through your chosen lens.</p> <p>Include statements on how you researched ethical and culturally relevant strategies which helped you prepare. Include references.</p>	<p><i>DOC B.3.h.</i></p> <p><i>DOC 2009 standards IV. C. 3.</i></p>
Assessment & screening with consideration to gatekeeping functions (2016)	<p>Review CACREP standards.</p> <p>Discuss with your assigned faculty how objectives and activities in their syllabus meet specific CACREP standards. Include in your conversation grading styles and ideas for potential student remediation.</p>	Include learning in your teaching experience paper.	<p><i>DOC B.3.f. and B.3.g.</i></p>

IDEA

#4

Essential: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

#8

Important: Developing skill in expressing oneself.

Course Outline

Activities and Assignments:

- **Teaching Philosophy**

You will prepare two teaching philosophy statements. The first statement, *a draft*, is not to be graded but will be submitted and discussed in class. The second statement will include changes that resulted from the class discussion and should reflect your revised philosophy based on information and experiences from this course. (Second philosophy statement – 50 points)

Appendix A

- **Teaching Strategy**

Present tips and ideas on how to teach a specific *counseling course* from the McAuliffe & Eriksen text. Make sure that you demonstrate teaching pedagogy from the McKeachie text and strategies from Taylor & Marienau text.

(25 points)

Appendix B

- **Observation and Teaching Experience (Master's Class)**

Choose a lens (theory and orientation to teaching from Taylor & Marienau text) through which to examine and review your experiences in the master's class. Submit a paper between 1,500 and 2,000 words, in which you analyze the course session through your chosen lens. Be specific in identifying your lens and support your analysis with examples from your observation, participation, and discussion with the professor of the class you are assigned. Include in the paper things you hope to incorporate or avoid in your own teaching. ***Please include the word count at the end of the paper. The word count does not include the title page and references.***

(100 points)

Appendix C

- **Interview**

Interview of faculty member. Use Suggested Teaching Interview Outline and additional questions you want to ask the interviewee (found on blackboard).

- ✓ Consider questions you have as an emerging professional counselor educator, questions about the profession, and questions about the future direction of counselor education.

(25 points)

Appendix D

- **Job Search Packet**

Create a packet as if you were going to apply for a tenure-track college teaching position at SHSU's counseling program. Include a cover letter, teaching philosophy, and full curriculum vita.

(100 points)

Appendix E

Grades:

Teaching Strategy	25 points
Master's Class Teaching Experience & Reflection Paper	100 points
Job Search Packet	100 points
Final Teaching Philosophy Statement	50 points
Interview	25 points
Participation in class activities	25 points

Welcome to OUR class. Each person shares responsibility for contributing to each class meeting. We will learn from each other thus if you do not share, the class is deprived. It is my hope that you enter fully into the experience by sharing your thoughts, reactions and feelings. Feel free to encourage, support, and affirm your colleagues.

Additionally, in creating a healthy atmosphere for learning, I want everyone to feel free to question, challenge and evaluate what is discussed as well as the material used.

TOTAL POINTS 325 points

Grade Determination:

A = 293 - 325

B = 260 - 292

C = 227 - 259

Schedule (Tentative) Structure of our experience together:

Date	Class Activities/Topics	Assignment Due	Prior to Class Note: readings match the color of the book cover
May 30	Experiential introductions Review syllabus and course requirements Discussion of assignments	Sign up for chapter teaching assignment McAuliffe & Eriksen text	<div>Read chapters 1, 2, and 15 in McK</div> <div>Read Chapters 1 & 2 in McAuliffe & Eriksen</div> <div>Read Chapters 4-6 in T & M text.</div>
June 06	No class meeting: work on: Teaching Philosophy Work on Vita		<div>Read Chapters 3-5 in McAuliffe & Eriksen</div> <div>Read Chapters 3 & 4 in McK</div>

June 13	Review Teaching Philosophy Statements	First Teaching Philosophy Statement Due: bring to class (Appendix A)	Read Chapters 7-8 in T & M text. Read your assigned chapters from Part II of McAuliffe & Eriksen
June 20	Chapter Presentations	Teaching strategy demonstrations: Due (Appendix B)	Read chapters 7-9 in McK
June 27	No class meeting: Observation Checklist Check Blackboard for reading material:(models and theories of adult teaching and learning; pedagogical/andragogical; Kolb's Learning Cycle; Blooms Taxonomy) – Self Directed Learning		Chapters 20 in McK Observe a master's class and complete an observation checklist and begin your teaching experience paper (visit #1)
July 04	Chapter Presentations	Teaching strategy demonstrations: Due (Appendix B) Observation checklist- Due Bring to class Syllabus Due – bring to class (Appendix E)	Read Chapters 1-3 in T & M text.

July 11	No class meeting Teaching activity (2nd visit)	Conduct an activity for a master's level course as decided between you and your summer mentor professor Assist with grading	Add reflections to your Teaching experience and reflection paper (visit #2) Final Teaching philosophy and job packet due next week
July 18	Mock job interview: bring your application packets to class	Mock job interview- Job Search Packet due (Appendix F)	Prepare your lecture and experiences for your master's level class
July 25	No class meeting Lecture in a masters class (3rd visit)	Teach a lesson For a master's level course as decided by you and your summer mentor professor	Online Blackboard assignments must be completed for full participation credit
August 01	Final paper of Teaching Experience (Appendix C) is due		

Student Guidelines

University Policies

- SHSU Academic Policy Manual-Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Disabled Student Policy #811006](#)
 - [Student Absences on Religious Holy Days #861001](#)
 - [Academic Grievance Procedures for Students #900823](#)
- SHSU Academic Policy Manual-Curriculum and Instruction
 - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
 - Technology during instruction: for the purpose of academic learning related to class material is accepted.
 - Technology during exams: is only accepted with discussion and permission from the instructor.
 - Technology in emergencies: is accepted.
 - Visitors in the Classroom- Only registered students may attend class.

ATTENDANCE POLICY:

Over view of attendance: Regular and punctual attendance is expected. If you miss class, it is your responsibility to contact the instructor. Students may miss one class session (no longer than three clock hours for fall & spring, 4.5 clock hours for the summer) without penalty. With a second absence, a drop of one letter grade will occur unless the student writes a letter to the Counseling faculty explaining the extenuating circumstances for the second absence. The faculty will then discuss the letter in a meeting and *decide* if the letter grade will drop will occur or if the student is excused from that action.

Entering the classroom after class has begun is disruptive to the learning environment. Three late arrivals of 15 minutes or more will count as one absence. Make every effort to arrive to class on time.

LATE ASSIGNMENT POLICY:

All course work is due on the date specified. It is your responsibility to be aware of due dates. Late work will **not** be accepted or awarded credit, unless the student and the professor have made an agreement regarding an unusual circumstance. The student can expect a grade reduction.

COURSE EXPECTATIONS PROFESSIONALISM POLICY:

Students are expected to attend all classes and are accountable for assignments and all materials covered. It is my policy that course grades *may be* reduced up to 15% for poor professionalism such as: tardiness at beginning of class and after official breaks, unprofessional conduct such as disrespect towards instructor or peers (including online), excessive talking while instruction or demonstrations are occurring, leaving early, ringing of cell phone, computer usage not related to course material, lewd attire, and missed demonstrations. Students are also expected to participate in all class activities, discussions, and demonstrations. I reserve the right to discuss your situation with the program faculty.

College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency (TEA). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation (CAEP-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations (SPA), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses. The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.

Appendix A
Teaching Philosophy

You will begin a draft of your teaching philosophy that will be finalized when you submit your Job Search Packet. Below is one framework for thinking about and writing your philosophy statement. Consider this statement must come from the "heart." Do some self-reflection. This framework is not intended to counter your creativity and rather use it as a means of thinking more deeply about the philosophy with which you base your teaching decisions.

Please don't limit yourself to these, as I am sure you very creative people have more things to add. Be sure to explain why you are making the statements, in other words, back up what you are saying with an explanation.

Foundational beliefs about education in general, purpose, goal, benefits, - why educate?
Role of the learner (remember to think about adult learners)
Role of the educator
Consider adding elements regarding an effective mentoring relationship.
How is knowledge created? How does learning happen?
How and why should education be transmitted or shared with society?
Describe the process of learning.

Again, please do not feel limited by these ideas. This is your statement - think deeply about your beliefs. I look forward to reading your statements. :-) Final draft should be no more than 2 pages.

Grading Rubric (total 50 pts)

Conveyed beliefs/ideas on teaching and learning.	10	
Discussed how the student would be different because of their influence.	10	
Statement was linked to counseling.	10	
Discussed how learning happens.	10	
Conveyed how their philosophy was influenced.	10	
Total ability to demonstrate a personal philosophy of teaching:	50	

The purpose of this assignment is to help you understand the tasks, roles and responsibilities of becoming a counselor educator and have you apply knowledge and conceptualization of the role of mentoring in counselor education. ***Content of this Assessment is used to evaluate*** CACREP DOC 2016 B.3.a. and DOC 2016 B.3.i.

Scoring:

Novice (70%) or score of 35 out of 50

Student demonstrates minimal understanding for the material and minimal ability to apply information. Student is unable to clearly articulate the ability to demonstrate an adequate understanding of the material and is unable to apply the information to either a specific assignment or case study. Additional learning is required.

Proficient (80%) or score of 40 out of 50

Student demonstrates a clear understanding of material and ability in its application. Student clearly demonstrates both the knowledge of and application of the knowledge to specific assignments or case studies. This level must be achieved for the student to demonstrate competency for the standard or standards assessed.

Master (90%) or score of 45 out of 50

Student demonstrates an exceptional understanding of the material and its application and is able to produce valid and appropriate conclusions to assignments and case studies.

Appendix B
Course in Counselor Education
Teaching Strategy

Present on one of the chapters in Part II of the McAuliffe and Eriksen text. Part II: *A guide to individual courses and topics in the counselor education curriculum*. Topics are on a first come first serve basis.

Demonstrate how to use one or more of the teaching pedagogy for active learning (i.e., expository instruction, inquiry instruction, discovery instruction and/or problem-based learning): found in your McKeachie text.

Demonstrate one or more teaching strategies from the “Practices that enhance learning” section (Taylor & Marienau text). (i.e., setting the stage for learning, enter the stage left, enter the stage right, center stage, and/or spotlight on meaning making.

Grading Rubric (25 pts)

Structure: 30 minute presentation on ideas and tips for teaching the counselor education subject of your choice. Handout for audience. References at end of slide. Introduction and summary.	5	
Know your material well enough to passionately discuss and not read from slides. Slides should merely be cues.	5	
Demonstrated selected pedagogy for active learning -McKeachie	5	
Engaged the audience with questions in beginning, middle and end	5	
Evidence of at least one teaching strategy- Taylor & Marienau	5	
Total possible	25 pts	

The purpose of this assignment is to demonstrate various strategies of teaching and learning, with emphasis on those appropriate for counselor education. ***Content of this Assessment is used to evaluate*** CACREP 2016 DOC B.3.b. and CACREP 2009 IV.D.3.

Scoring:

Novice (70%) or score of 18 out of 25

Student demonstrates minimal understanding for the material and minimal ability to apply information. Student is unable to clearly articulate the ability to demonstrate an adequate understanding of the material and is unable to apply the information to either a specific assignment or case study. Additional learning is required.

Proficient (80%) or score of 20 out of 25

Student demonstrates a clear understanding of material and a confident ability in its application. Student clearly demonstrates both the knowledge of and application of the knowledge to specific assignments or case studies. This level must be achieved for the student to demonstrate competency for the standard or standards assessed.

Master (90%) or score of 22 out of 25

Student demonstrates an exceptional understanding of the material and its application and is able to produce valid and appropriate conclusions to assignments and case studies.

Appendix C

Observation and Teaching Experience (Masters Counselor Ed. Class)

*The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates.
The great teacher inspires. ~William Arthur Ward*

Note: must be a full time faculty, no more than 2 students per class, you may keep the class assignment anonymous-I don't need to know

Choose a lens (Chapter 9 Taylor and Marienau text) through which to examine and review your experiences in the master's class. Submit a paper between 1,500 and 2,000 words, in which you analyze the course session through your chosen lens. Be specific in identifying your lens and support your analysis with examples from your observation, participation, and discussion with the professor. Include in the paper things you hope to incorporate or avoid in your own teaching.

Consider including reactions to: professor's use of self, effective teaching techniques, elements that contribute to learning, any distracting variables. ***Please include the word count at the end of the paper.*** **The word count does not include the title page and references.**

Grading Rubric (100 Points)

Chapter 9 topic clearly identified	10	
Evaluation based on supportive examples from your 75 minute observation time	25	
Met page limit, word count & APA guidelines	25	
Self-Evaluation of teaching based on newly developed knowledge: based on Ch. 9 lens & examples to support analysis (what thoughts and beliefs about teaching have changed or been reinforced as a result of this semester)	40	
Total possible:	100	

The purpose of this assignment is to participate in discussion of key theories that inform practice of teaching adult learners. ***Content of Assessment is used to evaluate*** CACREP 2016 DOC B.3.c.; B.3.d and 2009 IV.C.2.; IV.D.2

Scoring:

Novice (70%) or score of 70 out of 100

Student demonstrates minimal understanding for the material and minimal ability to apply information. Student is unable to clearly articulate the ability to demonstrate an adequate understanding of the material and is unable to apply the information to either a specific assignment or case study.

Proficient (80%) or score of 80 out of 100

Student demonstrates a clear understanding of material and a confident ability in its application. Student clearly demonstrates both the knowledge of and application of the knowledge to specific assignments or case studies. This level must be achieved for the student to demonstrate competency for the standard or standards assessed.

Master (90%) or score of 90 out of 100

Student demonstrates an exceptional understanding of the material and its application and is able to produce valid and appropriate conclusions to assignments and case studies.

Appendix D
Interview

Interview a college or university faculty member. Use Suggested Teaching Interview Outline and additional questions you want to ask the interviewee. Note: if 2 students are conducting the same observation of an instructor they may do a group interview in order to save the instructor's time.

- ✓ Consider questions you have as an emerging professional counselor educator, questions about the profession, and questions about the future direction of counselor education as well as ethical, legal and/or multicultural issues.
- ✓ Grading Rubric (25 pts)

Seeks knowledge of the role, responsibilities of counselor educators	5	
Demonstrates curiosity regarding ethical, legal and/or multicultural issues in counselor education	10	
Questions on screening, gatekeeping and remediation	5	
Added their own questions	5	
Total points possible:	25	

The purpose of this assignment is to help you understand the tasks, roles and responsibilities of becoming a counselor educator and have you apply knowledge and conceptualization of the role of mentoring in counselor education. ***Content of this Assessment is used to evaluate*** CACREP DOC B.3.a. and DOC B.3.i.

Scoring:

Novice (70%) or score of 18 out of 25

Student demonstrates minimal understanding for the material and minimal ability to apply information. Student is unable to clearly articulate the ability to demonstrate an adequate understanding of the material and is unable to apply the information to either a specific assignment or case study. Additional learning is required.

Proficient (80%) or score of 20 out of 25

Student demonstrates a clear understanding of material and a confident ability in its application. Student clearly demonstrates both the knowledge of and application of the knowledge to specific assignments or case studies. This level must be achieved for the student to demonstrate competency for the standard or standards assessed.

Master (90%) or score of 22 out of 25

Student demonstrates an exceptional understanding of the material and its application and is able to produce valid and appropriate conclusions to assignments and case studies.

Appendix E

- Job Search Packet**

You will create a packet as if you were going to apply for a tenure-track college teaching position at SHSU's counseling program. Your packet should include a cover letter, teaching philosophy, a vita highlights page and full curriculum vita. Be prepared to be evaluated by your peers.

Grading Rubric (100 pts)

Cover letter ✓ Knowledge of roles of counselor educator	25	
Teaching philosophy ✓ Statement of philosophy of teaching and learning	25	
Vita highlights ✓ Demonstrates knowledge of activities of counselor educator	25	
Curriculum vita ✓ Demonstrates knowledge of roles, responsibilities and activities of counselor educator	25	
Total possible points:	100	

The purpose of this assignment is to help you understand the tasks, roles and responsibilities of becoming a counselor educator and have you apply knowledge and conceptualization of the role of mentoring in counselor education. *Content of this Assessment is used to evaluate CACREP DOC B.3.a. and DOC B.3.i.*

Scoring:

Novice (70%) or score of 70 out of 100

Student demonstrates minimal understanding for the material and minimal ability to apply information. Student is unable to clearly articulate the ability to demonstrate an adequate understanding of the material and is unable to apply the information to either a specific assignment or case study.

Proficient (80%) or score of 80 out of 100

Student demonstrates a clear understanding of material and a confident ability in its application. Student clearly demonstrates both the knowledge of and application of the knowledge to specific assignments or case studies. This level must be achieved for the student to demonstrate competency for the standard or standards assessed.

Master (90%) or score of 90 out of 100

Student demonstrates an exceptional understanding of the material and its application and is able to produce valid and appropriate conclusions to assignments and case studies.