COUN 650.001: INSTRUCTIONAL THEORY AND METHODS IN COUNSELOR EDUCATION
Fall 2014

3 Semester Hours

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OFFICE HOURS:
Monday 2:00 – 4:00 PM and Tuesday 5:00-6:30 PM (Commerce); and by appointment

CATALOG DESCRIPTION OF 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 learner 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 not directly addressed as one of the five core areas of the doctoral comprehensive examination.

COURSE OBJECTIVES
Students will demonstrate knowledge of:
1. How to prepare for teaching a counselor education graduate course, including (a) content and scope of an appropriately written syllabus, and (b) writing goals and objectives (to include CACREP standards when applicable).
2. Needs and characteristics of adult learners —including the effects of social and cultural issues—in counselor education and how to adjust instruction accordingly.
3. Techniques for connecting with, relating to, and motivating learners.
4. Classroom management techniques and instructional strategies and methods.
5. Media and technology that can be utilized during didactic and experiential instruction and how to use them effectively.
6. Techniques to assess student learning and methods of assigning final course grades in both didactic and experiential counseling courses.
7. The ethics of teaching, including content of the current American Counseling Association Code of Ethics regarding (a) responsibilities of counselor educators, (b) student welfare, (c) student responsibilities, (d) evaluation and remediation of students, (e) roles and relationships between counselor educators and students, and (f) multicultural/diversity competence in counselor education and training programs.

METHOD OF INSTRUCTION
Lecture, demonstration, small and large group discussion, experiential activities

COURSE REQUIREMENTS

1. **Participation/Attendance:** Attendance in all sessions is critical. Regular attendance, arriving to class on time and staying until the end of class is expected. Students are expected to read the assigned material before class; be prepared to actively participate in class. Students will have many opportunities to contribute to the total learning experience through attendance, small and large group discussion, and assigned activities.

2. **Practice Presentations:** Students will make individual 30-minute practice presentations in class over the course of the semester. These presentations are intended as opportunities to apply what you are learning about instructional methods and techniques by teaching a brief unit to your colleagues in class. Presenters will receive feedback from classmates and the instructor; *however, these presentations are not graded. They are credit/no credit practice activities that are included as part of participation/attendance.* A sign-up sheet with presentation dates will be provided early in the semester. Students will determine presentation topics in consultation with the course instructor. *The number of practice presentations depends on course enrollment.*

3. **Required Papers:** Papers 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% deducted from the final score.

4. **Weekly Observation Journals.** Each week students will turn in a 2-3 page journal on the previous week's class. The journal will consist of a section for *each* of the following headings:
   Description of the class as a whole: identifying
   (a) the mood (including changes, if any, that you noticed)
   (b) topic of greatest interest to the class, and
   (c) activity level (including what changes you noticed)
   Observations of instructional methods and techniques used in the class session
   (a) What methods and techniques did you observe the course instructor using?
   (b) What questions do you have about what the instructor did or how she handled something going on in the class?
   (c) What methods and techniques did you observe the student presenter using?
   Relation of class session to outside experience
   How you might use something we did in class in your *future position as a counselor educator*.

5. **Reflection Paper.** In this 5-7 page paper you will identify the five best (or worst) teachers from each level of your education and write a narrative about what stands out the most in what that teacher did (or didn't do); that is, what made him or her effective or ineffective. ***Complete guidelines for the reflection paper will be provided.***

6. **Syllabus Construction Project.** This project gives students the opportunity to develop skills in writing a syllabus for a graduate-level counseling course. This paper will contain all major parts of a syllabus (e.g., course description, goals and objectives, textbook, assessment methods, assignments, course outline). ***Complete guidelines for the syllabus construction project will be provided.***

7. **Final Presentation:** Each student will make one *graded* presentation at the end of the semester in which he or she demonstrates knowledge of instructional methods and techniques. In this presentation the student will teach a brief class to classmates and course instructor. The presenter will prepare and distribute a content outline, goals, and objectives for the presentation. The presentation will include a (brief) lecture and PowerPoint, and class discussion and/or group activity. Students will determine the topic of this final presentation in consultation with the course instructor. ***Complete guidelines and evaluation criteria for the final presentation will be provided.***

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

Attendance & Participation (includes 30-minute practice presentations)	20%
Weekly Observations Journals	10%
Reflection Paper	10%
Syllabus Construction Project	30%
Final Presentation	30%
	100%

REQUIRED TEXTS

Svinicki, M., & McKeachie, W. J. (2014). *McKeachie's teaching tips: Strategies, research, and theory for college and university teachers* (14th ed.). Belmont, CA: Wadsworth.

McGlynn, A. P. (2001). *Successful beginnings for college teaching: Engaging your students from the first day*. Madison, WI: Atwood Publishing.

**Additional required reading material and supplemental handouts will be made available and/or are available through the library databases.

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

Adams, M., Bell, L. A., & Griffin (Eds.) (2007). *Teaching for diversity and social justice* (2nd ed.). New York: Taylor & Francis.

American Counseling Association. (2005). *2005 ACA code of ethics*.

Bain, K. (2004). *What the best college teachers do*. Cambridge, MA: Harvard University Press.

Council for Accreditation of Counseling and Related Educational Programs. *2001 standards*.

Enns, C. Z., & Sinacore, A. L. (2005). *Teaching and social justice: Integrating multicultural and feminist theories in the classroom.* Washington, DC: American Psychological Association.

Filene, P. (2005). *The joy of teaching: A practical guide for new college instructors*. Chapel Hill: The University of North Carolina Press.

Pope, M., Pangelinan, J. S., & Coker, A. D. (Eds.) (2011). *Experiential activities for teaching*

multicultural counseling classes and infusing cultural diversity into core classes. Alexandria, VA: American Counseling Association.

Stephens, D. D., & Levi, A. J. (2005). *Introduction to rubrics: An assessment tool to save grading time, convey effective feedback and promote student learning*. Sterling, VA: Stylus Publishing, LLC.

ATTENDANCE

The student is expected to attend class regularly. University guidelines regarding attendance policy will be followed.

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 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

CONDUCT AND ACADEMIC HONESTY

"All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment." (See Student's Guide Handbook, Polices and Procedures, Conduct) "Graduate students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all their scholastic work." (See Section A13.12, Academic Honesty, A&M-Commerce Procedures.)

UNIVERSITY CLOSING DUE TO WEATHER

Check http://www.tamu-commerce.edu/ regarding class cancellations. Also, KETR radio on 88.9 FM and television channels 4, 5, and 8 (channel 7 for Tyler & Longview Area).

COURSE OUTLINE
COUN 650.001 Fall 2014

Week 1: 8/26 Course Introduction and Orientation

Week 2: 9/2 Foundations of Effective Teaching; The Ethics of Teaching; Tips on Presenting
Readings: McKeachie Chapters 1 & 22
The Banking Model of Education vs. Problem-Posing Education; excerpt from Friere, P. (1993). *Pedagogy of the oppressed*. New York: Continuum

Week 3: 9/9 Course Preparation: Syllabi, Goals & Objectives Successful Beginnings; First Class Meeting
Readings: McKeachie Chapters 2 & 3; McGlynn Chapters 1 & 2

Week 4: 9/16 Classroom Environment: Facilitating Student Interaction, Building Rapport
Readings: McKeachie Chapter 12; McGlynn Chapter 3
Sandler, B. R. (2005). *The chilly climate*.
Morgan, J. (2005). *Women still face "chilly classroom climate." – classroom environment in women's education.*
Reflection Paper due

Week 5: 9/23 Classroom Environment: Promoting Student Participation & Motivation
Readings: McGlynn Chapter 4
Jacobs, E., & Schimmel, C. (2009). Processing activities. In C. F. Salazar (Ed.). *Group work experts share their favorite multicultural activities: A guide to diversity-competent choosing, planning, conducting, and processing* (pp. 35-44). Alexandria, VA: Association for Specialists in Group Work.

Week 6: 9/30 Facilitating Active Learning
Readings: McKeachie Chapters 14, 15 & 16

Week 7: 10/7 Incivility in the Classroom; Student Problems/Problem Students
Readings: McKeachie Chapter 13; McGlynn Chapter 5
Sue, D.W., Torino, G. C., Capodilupo, C. M., Rivera, D. P., & Lin, A. I. (2009). How white faculty perceive and react to difficult dialogues on race: Implications for education and training. *The Counseling Psychologist, 37*, 1090-1115.

Week 8: 10/14 Motivating Students to Persevere Throughout the Semester
Readings: McKeachie Chapter 11; McGlynn Chapter 6
Last date to identify topic for final presentation

Week 9: 10/21 Technology and Teaching; Online Instruction
Readings: McKeachie Chapter 17
Syllabus Construction Project due

Week 10: 10/28 Assessment & Testing; Feedback and Grades;
Readings: McKeachie Chapters 7, 8, 9, & 10

Week 11: 11/4 Teaching for Higher Level Goals
Readings: McKeachie Chapters 20 & 21
Granello, D. H. (2001). Promoting cognitive complexity in graduate written work: Using Bloom's Taxonomy as a pedagogical tool to improve literature reviews. *Counselor Education and Supervision, 40*, 292-307.

Week 12: 11/11 Life Long Development as a Teacher; Documentation of Teaching
Readings: McKeachie Chapter 23
Gros Luis, K. (1984). *Preparing a teaching dossier for tenure and promotion.*

Week 13: 11/18 Student Final Presentations

Week 14: 11/25 Student Final Presentations

Week 15: 12/2 Student Final Presentations