COUN 650 INSTRUCTIONAL THEORY AND METHODS
IN COUNSELOR EDUCATION
COURSE SYLLABUS: Fall 2016

Instructor: Kevin C. Snow, PhD, M.A., NCC, ACS
Office Location: Binnion 229B
Office Hours: Tuesday 2:00pm-4:30pm; by appointment (MPLX)
             Wednesday 2:00pm-4:30pm; by appointment (CHEC)
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Preferred Form of Communication: email
Communication Response Time: Within 24-48 hours M-F
Course Meeting Day/Time: W 4:30p-7:10p  Location: McKinney (CHEC)

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required


McKeachie’s Teaching Tips, by Svinicki and McKeachie, 14th edition, 2014 (this is a paperback edition), Cengage/Wadsworth publishing.

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

Software Required

University eCollege course management system.

The syllabus/schedule are subject to change.
Optional Texts and/or Materials


Course Description

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.

Student Learning Outcomes

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.

CONTENT AREAS include, but are not limited to, the following:

At a minimum, this course will cover:

The syllabus/schedule are subject to change.
1. Learning styles, cultural dimensions, and developmental differences among learners
2. Instructional theory and methods relevant to counselor education.
3. 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.
4. Simulated experiences related to teaching college courses.

**COURSE REQUIREMENTS**

*Minimal Technical Skills Needed*
Using the learning management system, using Microsoft Word and PowerPoint, using presentation and graphics programs, and related computer skills, etc.

*Instructional Methods*
Lecture, discussion, assignments, in-class activities, and experiential activities- course is web enhanced.

*Student Responsibilities or Tips for Success in the Course*
Do all readings, including any supplemental readings posted to eCollege (under Doc Sharing folder) prior to class. Actively engage in critical thinking and dialogue (i.e., sharing your reactions, opinions, disagreements, questions) in class. Your open participation in class discussion and activities is essential to your learning and final grade. For assignments, contact the instructor well in advance of due dates with any questions- do not expect last minute responses the day assignments are due- prepare ahead of time. Also, use best practices of APA 6 writing style. Many online resources, such as the OWL at Purdue APA website exist to help you craft quality papers- please use them.

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

- **A** = 90%-100% or 180-200 pts
- **B** = 80%-89% or 160-179 pts
- **C** = 70%-79% or 140-159 pts
- **D** = 60%-69% or 120-139 pts
- **F** = 59% or Below or 119 pts and below

**Final Grade = 200 points**

- Attendance, readings, participation: 15 points
- Weekly Journals (7.5 pts each): 60 points
- Report on Teaching Observation: 20 points
- Syllabus Construction Project: 25 points
- Presentation: 40 points
- Final: Approach to Counseling Paper: 40 points

The syllabus/schedule are subject to change.
Assessments

*All written assignments must be uploaded to eCollege by class time on the due date listed on course calendar, in the appropriate Drop Box, unless otherwise noted below*

1. **Attendance, Readings, Homework Assignments, In-Class Activities, Participation.** Class attendance is mandatory and critical to your success in the course. Students are expected to attend class as scheduled. Students are also expected to arrive on time and stay for the entire class. Students are allowed 2 absences without penalty. A person who does not participate in class, or only does so minimally, may lose additional points off their final grade. All readings **MUST** be done prior to class. You must be familiar with the material to engage in class discussions and activities- being an active member of class is key to success in this course (if you are introverted, there are still many ways for you to participate and be active). Do not expect/rely on class lecture for your learning. You are responsible for your own learning, but I am responsible for the learning environment. This class requires you to be an active and critical thinker, to share your thoughts respectfully, and to engage with the material honestly and openly (missing more than 2 classes or arriving late or departing early more than 2 times, or a combination of the two, will result in a drop in final letter grade).

2. **Weekly Journal Entry:** as indicated on the course calendar, you will complete a weekly journal (post it in the corresponding Dropbox on eCollege) answering posted questions in depth for each of the assigned readings for that day (including Special Topics readings). When discussing the readings please integrate and synthesize information from the various sources in your answers. Be thorough in your answers to the questions. Questions will be posted on eCollege corresponding to each week of the class they are due. **Submit these by Monday night at midnight each week** (material to be discussed in next class).

3. **Report on Teaching Observation.**
   A. Complete an **observation** of at least the first **75 minutes of a session** in a master’s-level counseling course of interest to you at any university. Contact the course instructor for permission to observe them and seek my permission for the interview prior to completing it. **NOTE:** Please tell the instructor of the course you observe that she or he will be anonymous if she or he wishes. If that is the case, mask any identifying information in your report.

   B. Complete an **interview** with that teacher. (**NOTE:** If more than one of you observe a particular instructor, you can conduct a group interview in order to save the instructor’s time.)

The syllabus/schedule are subject to change.
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- Interview to be based **at least** on the following questions and others you generate:
  - What is your intention in teaching?
  - How do you teach? What is your approach?
  - How do you prepare for teaching?
  - How does the nature of the course affect how you teach?
  - What is a major challenge in teaching for you?
  - What is your greatest teaching difficulty and how do you address it?
  - How do you know you are being effective at teaching?

C. Complete a Written Report on the observation: The report should be at least **3-5 double-spaced pages**, following APA 6 format, using the following outline. Feel free to write in the 1st-person and address the following sections after giving an opening paragraph on what course you observed, where, and any other pertinent information:

  - Statement on what you observed, including affirmations and suggestions you would make to the instructor.
  - Statement on instructor’s use of any of the guidelines from Chapter 3 of the *Handbook* (pp. 31-46 – Principles for Adult Education or Guidelines for Constructivist-Developmental Education). This is from your observation- they may or not be aware of their usage of these guidelines.
  - Description of the instructor’s responses to the designated questions and other questions you asked in the interview.
  - Summary/Conclusion.

**RUBRIC FOR GRADING:** Thoughtfulness and thoroughness of the report on the following questions:

  - Statement on what you observed, including affirmations and suggestions.
  - Statement on use of any of the guidelines for constructivist teaching.
  - Thoroughness in the report on instructor responses to the interview questions/statements.
  - Grammar and spelling.
  - Conclusion/Summary

4. **Syllabus Construction Project.** Using the same chapter/course as for your presentation, you will construct a syllabus for a potential version of this course. 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

    The syllabus/schedule are subject to change.
methods, assignments, course outline). Complete guidelines for the syllabus construction project will be provided.

5. **Presentation on How to Teach a Specific Course in Counselor Education:** including one activity from the pertinent chapter in Part II of McAuliffe and reference to at least one guideline or principle from the readings (See pp. 31-46 of McAuliffe). This project consists of an approximately 45-50 minute presentation, demonstration, and discussion on how to teach a specific counselor education course, based on your own ideas and the ideas from at least one of the McAuliffe chapters (6-22). Additional resources from McKeachie are strongly encouraged to be applied to the presentation. A sign-up for each chapter/topic will be done early in the semester.

   A. You are to do a 45-50 minute conference-type workshop/presentation on how to teach that type of course – approaches to, options, rationale for the course and your approach, etc. You will be timed- keep to the timeframe (I will cut you off if you go over). Be sure to watch your time yourself- time management is important to teaching (you get to decide how to manage it, what to skip, enhance, etc.) Going too short or over time may be penalized in your grade. Prepare for this as if your audience knows nothing about teaching this topic.

Presentation Guidelines:
I. Provide a handout for the class.
II. We will add 15 additional minutes for class feedback and discussion on your ideas and process.
III. Do not just read from slides. Instead, know your material well enough to extemporaneously talk on it based on the slides. Slides are merely cues for you and visual stimuli for the audience/students.
IV. Be **creative** with your slides, do not put on too much information, make slides informationally and visually entertaining and clear as needed.
V. Ask questions at the beginning, middle, and/or end as a teacher might (e.g., open up with, “What is important in teaching ____?” or “What is most challenging for students in learning____?” or “What makes students resistant to learning ______?”) or “What comments or questions might you have?” AND: Pause at least ten seconds after asking.
VI. Be certain to reference material correctly in slides and References list at end of slides.

### Rubric for Grading:
- Evidence of strong preparation.
- Overall thoroughness of topic coverage.
- Clear statement of problems/issues in this area.
- Review/description of chosen method(s) for teaching.

The syllabus/schedule are subject to change.
Ability to effectively lead a discussion, ask questions, and lecture.
Creativity in presentation and instructional methods
Presentation skills
Time management

**Presentation schedule may be adjusted due to size of class**

5. **Final: Approach to Counseling Instruction and Counselor Education**

Paper (or to a specific topic in counselor education). Closely following APA 6 style, in this paper you will state your positions on how to do counselor education. Choose a topic relevant to your interests. Consider it a statement that you might make at a job interview on how you would teach/your philosophy of teaching. Use sources and your experience to line out key “solutions” or approaches to those challenges. Approximately **10-15 double-spaced pages** (with cover page and references). Refer to and cite specific readings from the course and elsewhere as you put together your ideas. List those you explicitly mention in the paper in your reference list. Cite at least **4 sources**, 2 of which can be sources from required readings in class. Examples of topics are included at the end of the syllabus.

**RUBRIC FOR EVALUATION:**

1. Topic as it relates to counselor education or as otherwise approved:
2. At least four sources cited
3. Articulation of the following three sections:
   a. the problem (that the paper and or the theory addresses),
   b. an overview of the model or idea or theory (possibly including any empirical evidence for it)
   c. ideas for application (your ideas and/or other writers’ ideas, and/or any empirical evidence for its value for counselor education or supervision)
   d. OR other organization:
4. Overall thoroughness
5. Overall correct grammar, spelling, and word usage
6. Overall ability to make a case for the importance of the topic to counselor education and supervision
7. Overall adherence to APA Publication Manual guidelines

**GRADE:**

*Students are encouraged to submit their presentation and final paper for submission to conferences or journals* 

**TECHNOLOGY REQUIREMENTS**

- To fully participate in online courses you will need to use a current Flash enabled internet browser. For PC and Mac users the suggested browser is Mozilla Firefox.
• You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  o 512 MB of RAM, 1 GB or more preferred
  o Broadband connection required courses are heavily video intensive
  o Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

• You must have a:
  o Sound card, which is usually integrated into your desktop or laptop computer
  o Speakers or headphones.
  o *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

• 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:
  o Adobe Reader  https://get.adobe.com/reader/
  o Adobe Flash Player (version 17 or later)  https://get.adobe.com/flashplayer/
  o Adobe Shockwave Player  https://get.adobe.com/shockwave/
  o Apple Quick Time  http://www.apple.com/quicktime/download/

• At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

The syllabus/schedule are subject to change.
For additional information about system requirements, please see: System Requirements for LearningStudio
https://secure.ecollege.com/tamuc/index.learn?action=technical

ACCESS AND NAVIGATION

Pearson LearningStudio (eCollege) Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to myLeo and from the top menu ribbon select eCollege. Then on the upper left side of the screen click on the My Courses tab. http://www.tamuc.edu/myleo.aspx

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: It is strongly recommended you perform a “Browser Test” prior to the start of your course. To launch a browser test login to Pearson LearningStudio, click on the My Courses tab, and then select the Browser Test link under Support Services.

Pearson LearningStudio Student Technical Support

Texas A&M University-Commerce provides students technical support for the use of Pearson LearningStudio.

Technical assistance is available 24/7 (24 hours, 7 days a week).

If you experience LearningStudio (eCollege) technical problems, contact the LearningStudio helpdesk at 1-866-656-5511 (toll free) or visit Pearson 24/7 Customer Support Site http://247support.custhelp.com/

The student help desk may be reached in the following ways:

- **Chat Support**: Click on 'Live Support’ on the tool bar within your course to chat with a Pearson LearningStudio Representative.

- **Phone**: 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.

Accessing Help from within Your Course: Click on the ‘Tech Support’ icon on the upper left side of the screen inside the course. Then you will be able to get assistance via online chat or by phone.

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

**Policy for Reporting Problems with Pearson LearningStudio**

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure must be followed:

1. Students must report the problem to the help desk. You may reach the helpdesk at 1-866-656-5511.
2. Students must file their problem with the helpdesk and obtain a helpdesk ticket number.
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and provide me with the helpdesk ticket number.
4. I will call the helpdesk to confirm your problem and follow up with you.

**PLEASE NOTE:** Your personal computer and internet access problems are not a legitimate excuses for filing a ticket with the Pearson LearningStudio Help Desk. Only Pearson LearningStudio based problems are legitimate reasons to contact the Help Desk.

You strongly are encouraged to check for your internet browser compatibility **BEFORE** the course begins and take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform.

**myLeo Support**

Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at myLeo. https://leo.tamuc.edu

**Learner Support**

The **One Stop Shop** was created to serve you by providing as many resources as possible in one location. [http://www.tamuc.edu/admissions/onestopshop/](http://www.tamuc.edu/admissions/onestopshop/)

The **Academic Success Center** provides academic resources to help you achieve academic success. [http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/](http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/)

The *syllabus/schedule are subject to change.*
FREE Mobile Apps

The Courses apps for phones have been adapted to support the tasks students can easily complete on a smaller device. Due to the smaller screen size course content is not presented.

The Courses app is free of charge. The mobile Courses Apps are designed and adapted for different devices.

<table>
<thead>
<tr>
<th>App Title</th>
<th>iPhone – Pearson LearningStudio Courses for iPhone</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Android – LearningStudio Courses - Phone</td>
</tr>
<tr>
<td>Operating System</td>
<td>iPhone - OS 6 and above</td>
</tr>
<tr>
<td></td>
<td>Android – Jelly Bean, Kitkat, and Lollipop OS</td>
</tr>
</tbody>
</table>

Once downloaded, search for Texas A&M University-Commerce, and it should appear on the list. Then you will need to sign into the myLeo Mobile portal.

The Courses App for Android and iPhone contain the following feature set:

- View titles/code/instructor of all Courses enrolled in online
- View and respond to all discussions in individual Courses
- View Instructor announcements in individual Courses
- View graded items, grades and comments in individual Courses
- Grade to date
- View Events (assignments) and Calendar in individual Courses
- View Activity Feed for all courses
- View course filters on activities
- View link to Privacy Policy
- Ability to Sign out
- Send Feedback

LearningStudio Notifications

Students can be alerted to course activities via text on their mobile phones or up to two email addresses.

Based on their preferences, students can automatically receive a push notification with every new: course announcement, threaded discussion post, grade, and/or assignment without having to login to the course. Enrolled students will automatically receive email notifications for announcements and can opt out of this feature. To receive text notifications, students must opt in.

The syllabus/schedule are subject to change.
To begin setting up notifications, go into your course in LearningStudio and click on the bell-shaped Notifications icon on the main menu ribbon.

By default the student’s university email address will appear. This cannot be changed in LearningStudio. Additional email addresses may be added by clicking the Add button. After all of the other selections are completed be sure to click the Save and Finish button.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

Good communication is essential to the counseling profession and to getting the most out of your education. If you have any special needs, questions, concerns, or personal issues that impact the class and/or your attendance in class, please let me know. I cannot help unless I am aware. Therefore, if you need to reach me the best way to do so is via email using your official university email (or through eCollege). I teach in various locations - calls to my office may not be immediately returned, but I make every effort to return emails within 24-48 hours, M-F. I check email many times a day. Please be respectful of my free time on weekends and understand any email sent after Fridays at 5pm may not be answered until the following Monday.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Attendance in the course is mandatory and lateness is not acceptable. Tardiness after the first 15 minutes or leaving early more than 15 minutes is considered a full absence. Work is not to be turned in late without prior approval and/or emergency situations. Any missed work is handled on a case-by-case basis, but in general will get a grade of zero. Extra credit may be added at the instructor's discretion, but is not built into the course.

Confidentiality is extremely important to the integrity of this course. Confidentiality cannot be guaranteed in any situation but we are collectively accountable to maintain a safe, trusting environment throughout the course including the experiential groups, activities and conversations. While it can be compelling to share personal information about class members with others, all students are bound by the ACA ethical code of confidentiality with respect to any material shared by other members of the class. The disclosure of personal information to anyone outside this class would be considered unethical. Please explore any concerns you have about confidentiality during class time, after class, or via private communication with the instructor.

Personal computers, cell phones, or other electronic devices are a privilege and not needed for regular participation within this class. You will get by just fine with your course text, a notepad, and a writing utensil. Do not do non-class work on these devices during class (no texting, emailing, tweeting, etc.). It is very obvious when you are surfing online, etc., whether you think you are covert or not. If you abuse this policy, the

The syllabus/schedule are subject to change.
instructor reserves the right to revoke all usage of electronic devices for you and/or the class. Please be respectful of the class and instructor. If you are expecting an emergency call or you are on call for work, you must let the instructor know prior to class.

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.

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: Netiquette
http://www.albion.com/netiquette/corerules.html

TAMUC Attendance
For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.
http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf

Academic Integrity
Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:
Undergraduate Academic Dishonesty 13.99.99.R0.03

Graduate Student Academic Dishonesty 13.99.99.R0.10

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

**ADA Statement**

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

**Office of Student Disability Resources and Services**
Texas A&M University-Commerce
Gee Library- Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: Rebecca.Tuerk@tamuc.edu
Website: Office of Student Disability Resources and Services
http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/

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

**Campus Concealed Carry Statement**

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

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

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

COURSE OUTLINE/CALENDAR

<table>
<thead>
<tr>
<th>Class #</th>
<th>Date</th>
<th>Topic</th>
<th>Readings/Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/31/16</td>
<td>Introductions, Course Overview, So, How the Heck Do You Teach about Teaching?</td>
<td>Read McKeachie Chp. 3 &amp; 22, Review syllabi, course requirements, &amp; engage in opening activities.</td>
</tr>
<tr>
<td>2</td>
<td>9/7/16</td>
<td>Constructing Counselor Education</td>
<td>Read McAuliffe Ch. 1, McKeachie Chp. 1 &amp; 2, &amp; Special Topics Reading: Paulo Friere Ch. 2 Weekly Journals (by Monday night)</td>
</tr>
<tr>
<td>3</td>
<td>9/14/16</td>
<td>Deep Learning: Dewey, Kohlberg, &amp; Kolb; Theory &amp; Philosophy of Teaching</td>
<td>Read McAuliffe Ch. 2, McKeachie Chp. 21 &amp; Special Topics Reading: Flipped Classroom in Counseling Weekly Journals</td>
</tr>
<tr>
<td>4</td>
<td>9/21/16</td>
<td>Guidelines for Constructivist Developmental Counselor Education</td>
<td>Read McAuliffe Ch. 3, McKeachie Chp. 12, &amp; Special Topics Reading: Fink’s Guide to Course Design Weekly Journals</td>
</tr>
<tr>
<td>5</td>
<td>9/28/16</td>
<td>Who are the Learners? Phases of Counselor Development; Teaching Challenges; Advocacy &amp; Passion in Teaching</td>
<td>Read McAuliffe Ch. 4, McKeachie Chps. 11 &amp; 13 &amp; Special Topics Reading: Integrating Religion &amp; Spirituality in Counselor Education Weekly Journals</td>
</tr>
<tr>
<td>6</td>
<td>10/5/16</td>
<td>Six Key Teaching Strategies: Lecture, Discussion, Questions, Small Groups, Reading &amp; Writing, Improvisation</td>
<td>Read McAuliffe Ch. 5, McKeachie Chps. 4-6, &amp; Special Topics Reading: Why Lectures Are Dead Weekly Journals Lecture Debate (show examples of games, videos, etc.)</td>
</tr>
<tr>
<td>7</td>
<td>10/12/16</td>
<td>Assessing Competence in Counselor Education</td>
<td>Read McAuliffe Ch. 23. McKeachie Chps. 7, 8, 10 &amp; Special Topics Reading: Evidence-Based Teaching &amp; Assessment in Counselor Ed. Weekly Journals Report on Teaching Observation Teaching Motto!</td>
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<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
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| 8    | 10/19/16   | Use of Technology in Counselor Education & Supervision                | Read McAuliffe Ch. 24. McKeachie Ch.17, & Special Topics Reading: Tips for Online Teaching  
Weekly Journals  
Syllabus Construction Project                                                      |
| 9    | 10/26/16   | Narrative/Postmodern Perspectives on Counselor Education; Storytelling in Teaching | Read McAuliffe Ch. 25, McKeachie Ch. 23, & Special Topics Reading: Storytelling to Enhance Teaching & Learning  
**Exercise: write a teaching philosophy-share mine**  
Weekly Journals                                                                 |
| 10   | 11/2/16    | Applied Teaching Methods                                             | Presentations                                                                      |
| 11   | 11/9/16    | Applied Teaching Methods                                             | Presentations                                                                      |
| 12   | 11/16/16   | Applied Teaching Methods                                             | Presentations                                                                      |
| 13   | 11/23/16   | Happy Turkey Day!!!!!! No Class                                      | Rest, relax, and catch up on naps!!!                                               |
| 14   | 11/30/16   | Applied Teaching Methods                                             | Presentations                                                                      |
| 15   | 12/7/16    | Last Class, Applied Teaching Methods                                 | Presentations  
Final: Approach to Counseling Paper                                                 |

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Possible Topics for Final Paper  
(Other Ideas are Welcome)

- A specific area of counselor education (e.g., “Challenges and Possibilities for School Counselor Education”)

- A special application of a topic to counselor education in general (e.g., “Dewey and Counselor Education, “Rogierian Student-Centered Teaching and Counselor Education,” “Developmental Challenges and Counselor Education,” “Student Learning Styles and Counselor Education,” etc.). Use sources and your experience to describe the problems/challenges in producing effective counselors.

- Assessment of learning in counselor education or learning styles/personality styles (e.g., Kolb, Holland, Gardner, Myers-Briggs) and counselor education (example: “Accounting for Personality Style in Counselor Education.”).

- The use of technology in counselor education

- A/an adult development/counselor development/professional development theory or set of theories (e.g., Perry; Kegan; Fowler; Belenky, et al (1996); Kohlberg; Gilligan; Loevinger; Harvey, Hunt, and Schroder; Torbert, Schon; Argyris; Stoltenberg and Delworth; Skovholt); and apply it/them to counselor education or supervision.

The syllabus/schedule are subject to change.
- a particular philosophy of/approach to teaching (e.g., Dewey, Kolb, Rogers, Palmer, Kohlberg) and its application to counselor education or supervision (e.g., “Deweyan Counselor Education”).

- Social justice issues/socially critical thinking/diversity and counselor education/supervision (e.g., hooks, Griffin, M. Adams) (e.g., “Who Are We Preparing for What: A Socially Critical Counselor Education”).

- Post-modern thinking/social constructionism (e.g., H. Giroux, K. Gergen, R. Rorty) and counselor education or supervision.

- Research on effective teaching and learning

- Instructional styles of relevant to counselor education and supervision

- Counselor Stages of Development

- Feminist teaching and Counselor Education, Feminist methods; using a Feminist pedagogy as a male teacher

The syllabus/schedule are subject to change.