COUN 650: Instructional Theory and Methods in Counselor Education
Course Syllabus: Fall 2019
W 4:30-7:10
CHEC

INSTRUCTOR INFORMATION

Instructor: Erika L. Schmit, PhD, LPC
Office Location: B1N 219
Office Hours: Wednesdays before class; Fridays in Commerce
University Email Address: Erika.Schmit@tamuc.edu
Preferred Method of Communication: Email
Communication Response Time: 24-72 hours M-F

COURSE INFORMATION
Materials – Textbooks, Readings, Supplementary Readings

Required Textbook


*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 D2L for the assigned week.

Recommended Textbook


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

COURSE DESCRIPTION

Catalogue Description of the Course
650. *Instructional Theory and Methods in Counselor Education*. Three semester hours. This

The syllabus/schedule are subject to change
course is designed to develop/improve counselor educator skills including planning units or courses, delivering instruction, and assessing learning outcomes. The course also addresses ethical standards for counselor educators. Although the primary focus is on teaching counselors-in-preparation, students will acquire knowledge and develop skills that are applicable to other situations such as presenting at professional conferences and conducting staff development. Prerequisite: doctoral standing or consent of instructor.

General Course Information
As a core requirement for doctoral students in the department, this course provides students with basic knowledge about teaching in counselor education. Although a required core course, this content is not directly addressed as one of the five core areas of the doctoral comprehensive examination.

Doctoral Student Learning Outcomes

2009 CACREP Standards Addressed in COUN 717

<table>
<thead>
<tr>
<th>Doctoral Standard</th>
<th>Learning Activity or Assignment</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV.C.1. Understands the major roles, responsibilities, and activities of counselor educators.</td>
<td>Lecture, Readings, Discussions McAuliffe &amp; Eriksen (2011) Chapters 1-3; 5; 24 Svinicki &amp; McKeachie (2014) Chapters 3-6; 14-17</td>
<td>Key Assessment 9: Teaching Demonstration Rubric, Syllabus rubric, Teaching Observation rubric, Leading in-class discussion rubric, Curriculum Vitae rubric</td>
</tr>
</tbody>
</table>

The syllabus/schedule are subject to change
IV.D.1. Develops and demonstrates a personal philosophy of teaching and learning.

| Lecture, Readings, Discussions McAuliffe & Eriksen (2011) Chapters 1-3; 5; 24 Svinicki & McKeachie (2014) Chapters 3-6; 14-17 |
| Key Assignment 9: Teaching Demonstration |

Key Assessment 9: Teaching Demonstration Rubric, Teaching Philosophy Rubric

IV.D.2. Demonstrates course design, delivery, and evaluation methods appropriate to course objectives.

| Lecture, Readings, Discussions McAuliffe & Eriksen (2011) Chapters 1-3; 5; 24 Svinicki & McKeachie (2014) Chapters 3-6; 14-17 |
| Key Assignment 9: Teaching Demonstration |

Key Assessment 9: Teaching Demonstration Rubric, Syllabus rubric, Teaching Observation rubric, Leading in-class discussion rubric, Teaching Philosophy Rubric

IV.D.3. Demonstrates the ability to assess the needs of counselors in training and develop techniques to help students develop into competent counselors.

| Lecture, Readings, Discussions McAuliffe & Eriksen (2011) Chapters 1-3; 5; 24 Svinicki & McKeachie (2014) Chapters 3-6; 14-17 |
| Key Assignment 9: Teaching Demonstration |

Key Assessment 9: Teaching Demonstration Rubric, Syllabus rubric, Teaching Observation rubric, Leading in-class discussion rubric

Section II Professional Identity Knowledge C.3.

II.C.3. Instructional theory and methods relevant to counselor education

| Teaching Portfolio for Professional Identity (teaching philosophy, syllabus, & teaching observation) |

Teaching Portfolio for Professional Identity Rubric

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.

The syllabus/schedule are subject to change
IV. Simulated experiences related to teaching college courses.

COURSE REQUIREMENTS

Minimal Technical Skills Needed
In this class, you will utilize the Learning Management System (LMS) entitled D2L for portions of instructional and learning methods, submitting assignments, participating in online discussions, and completing quizzes. You will need to utilize other technologies such as Microsoft Word, PowerPoint, etc. If you have issues with this system, it is your responsibility to contact the help desk immediately.

Instructional Methods
Small lecture, discussion, experiential activities, online activities, student presentations, seminar based learning

Student Responsibilities or Tips for Success in the Course
As a student in this course, you are responsible for the active learning process. Expectations of this course include the following:

1. You are expected to display professionalism at all times. Be respectful of your professor and peers. Be open to feedback, as you will receive this throughout the program.
2. Prepare for classes. Complete any and all readings prior to class time.
3. Complete all assignments by the deadline.
4. Adhere to the university student code of conduct.
5. Participate. During face-to-face classes, you are expected to actively participate in all activities and discussion. In the online format, you are expected to participate in all online discussions/activities. This is crucial to your learning.
6. All writing assignments must be done according to APA 6th edition.
7. Regularly check your University email. My suggestion is to check this at least once a day as your instructors and others from the department and University may contact you.
8. Begin your readings ASAP. Because this is an online course, you may feel overwhelmed with readings. Keep in mind you have the whole week to prepare (for online courses only).
9. Do work ahead of time. I realize this may not always be possible; however, when you can, do so. Everything in this course is open for you to complete (in online courses). Due dates are just that…due dates. You are always welcome to complete work ahead of time.
10. Be open to the process. This degree takes time, work, effort, and growth.

In addition to these, responsibilities specific for this course include the following:

1. You are expected to take responsibility for collaboratively constructing this course. This is our course, rather than my course.
2. Provide constructive feedback to your peers on education and teaching as well as open

The syllabus/schedule are subject to change
and responsive to feedback your peers provide you.

3. Prepare for your teaching demonstration. Put thought and work into your teaching class.

**Assignments/Assessments**

**Note. All assignments are to be submitted in D2L**

1. **Key Assignment 9: Teaching Demonstration (50 points)**

Throughout the semester, you and your peers will be teaching a subject/class. You will need to prepare a full class (2.5 hours) teaching demonstration. During this time, you will teach your peers from a particular master’s course (listed in chapters 6-22). You may ask your peers to read a chapter/journal article before class but must give them a full week to do so (you can do this utilizing the email class tab in the LMS). Your instructor and peers will be giving you 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. This is important for your learning process. Although you do not have to for this class, you may wish to record yourself teaching. As in counseling, teaching may be new for some of you and watching yourselves utilize new skills may help your learning. I will provide a rubric below.

This assignment will require you to develop a master’s course of your choosing (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.

**Key Assessment 9: Teaching Demonstration Rubric**

<table>
<thead>
<tr>
<th>Doctoral Standards IV.C.1; IV.C.2; IV.D.1; IV.D.2; IV.D.3</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Knowledge of course content (10 points)</th>
<th>(1–\text{Does Not Meet Expectations (0-7 points)})</th>
<th>(2–\text{Meets Expectations (8 points)})</th>
<th>(3–\text{Exceeds Expectations (9-10 points)})</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of course content was not identified/addressed or information provided was underdeveloped; does not meet standards of doctoral level coursework</td>
<td>Knowledge of course content was identified/addressed but missing one or two key considerations; meets standards of doctoral level coursework</td>
<td>Knowledge of course content clearly identified/addressed with no missing detail; meets standards of doctoral level coursework</td>
<td></td>
</tr>
<tr>
<td>Approach to Learning demonstrated by a personal approach to learning and teaching</td>
<td>Personal approach to learning and teaching</td>
<td>Personal approach to learning and teaching</td>
<td></td>
</tr>
</tbody>
</table>

The syllabus/schedule are subject to change
<table>
<thead>
<tr>
<th>Philosophy of Teaching (Presentation and Communication Skills; 10 points)</th>
<th>Philosophy were not identified/demonstrated or information was underdeveloped; does not meet standards of doctoral level coursework</th>
<th>Philosophy were identified/demonstrated but missing one or two key considerations; meets standards of doctoral level coursework</th>
<th>Philosophy were identified/demonstrated with no missing detail; meets standards of doctoral level coursework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Methods including ethical training (10 points)</td>
<td>Absence of evidence indicating your teaching methods; does not meet standards of doctoral level coursework</td>
<td>Evidence indicating teaching methods but missing one or two key considerations; meets standards of doctoral level coursework</td>
<td>Clear evidence of teaching methods included with no missing detail; meets standards of doctoral level coursework</td>
</tr>
<tr>
<td>Course Design and delivery (Organization and Objectives; 10 points)</td>
<td>Absence course design and lack of organization of a course; does not meet standards of doctoral level coursework</td>
<td>Use of course design with some organization issues/issues in delivery; meets standards of doctoral level coursework</td>
<td>Clear use of course design and organization of a course; meets standards of doctoral level coursework</td>
</tr>
<tr>
<td>Engagement/Enthusiasm</td>
<td>Lack of evidence of class engagement and lack of enthusiasm from the instructor</td>
<td>Lack of student engagement; however, instructor attempts to motivate student participation</td>
<td>Evidence of class engagement and enthusiasm from the instructor</td>
</tr>
</tbody>
</table>

2. **Curriculum Vitae (CV; 25 points)**

You will develop a curriculum vita for professional use. On day indicated in schedule, you will bring this to class for feedback from the instructor and peers. You will then submit a final CV to instructor. I will provide examples in the LMS. You can also find others’ examples on University websites.

The following will need to be included in your CV: counseling experience, teaching experience, research and scholarship, service, volunteer experience, licensure and credentials, and training.

**Curriculum Vitae Rubric**

3 – **Exceeds Expectations** (23-25 points)  
Provides organized and well thought out curriculum vitae. Includes all sections with explanations. Realizes gaps in CV.

The syllabus/schedule are subject to change
2 – Meets
Expectations (20 – 22 points)
CV appears somewhat disorganized; however, includes all components.

1 – Does Not Meet
Expectations (0-19 points)
Disorganized CV with lack of information and/or explanation. Does not complete assignment.

3. Leading an 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 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:
- Tenure and promotion
- Academic and university culture
- Technology in counselor education
- Working with challenging students
- Wellness in academia
- Diversity/multiculturalism topics (e.g., Gender inequities in academia)
- Gatekeeping
- Ethics of teaching
- Developing a research agenda

In-Class Discussion Rubric

3 – Exceeds
Expectations (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 – Meets
Expectations (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 – Does Not Meet
Expectations (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.

4. Teaching Portfolio for Professional Identity

The syllabus/schedule are subject to change
The following will be included in a teaching portfolio: (a) teaching philosophy, (b) syllabus, and (c) teaching observation. The purpose of this teaching portfolio is to provide knowledge on professional identity related to instructional theory and methods relevant to counselor education. You will complete these three assignments that are related to counselor education and supervision (i.e., philosophy, syllabus, observation) in order to further conceptualize your identity as a future counselor educator. Below you will find the explanation of each assignment (a-c). Each assignment will be graded separately. At the end of the semester, you will turn in these three assignments as a teaching portfolio for a final, averaged grade worth 95 points.

**Teaching Portfolio for Professional Identity Rubric**

<table>
<thead>
<tr>
<th>Teaching Portfolio Criteria</th>
<th>1 – Does Not Meet Expectations (0-75 points)</th>
<th>2 – Meets Expectations (76-85 points)</th>
<th>3 – Exceeds Expectations (86-95 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average grade across the three assignments was 79% or below; evidence of professional identity in CES is not offered or significantly underdeveloped in assignments; Professional identity in teaching is not evident; not indicative of doctoral level work</td>
<td>Average grade across the three assignments was between 80%-89%; evidence of professional identity in CES is offered in assignments but may be missing one or two key points; Professional identity in teaching is evident; indicative of doctoral level work</td>
<td>Average grade across the three assignments was 90% or above; evidence of professional identity in CES is clearly offered in assignments with no missing detail; Professional identity in teaching is clearly evident; indicative of doctoral level work</td>
<td></td>
</tr>
</tbody>
</table>

a) **Teaching Philosophy (25 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**

<table>
<thead>
<tr>
<th>1 – Does Not Meet Expectations (0-3 points)</th>
<th>2 – Meets Expectations (4 points)</th>
<th>3 – Exceeds Expectations (5 points)</th>
</tr>
</thead>
</table>

The syllabus/schedule are subject to change
<table>
<thead>
<tr>
<th>Pedagogical Theory (5 points)</th>
<th>Pedagogical theory was not identified/addressed or information provided was underdeveloped; does not meet standards of doctoral level coursework</th>
<th>Pedagogical theory was identified/addressed but missing one or two key considerations; meets standards of doctoral level coursework</th>
<th>Pedagogical theory was clearly identified/addressed with no missing detail; meets standards of doctoral level coursework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approach to Learning (5 points)</td>
<td>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</td>
<td>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</td>
<td>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</td>
</tr>
<tr>
<td>Teaching Beliefs (5 points)</td>
<td>Personal teaching beliefs were not identified/addressed or information provided was underdeveloped; absence of a rationale as to why you perceive that approach to be important; does not meet standards of doctoral level coursework</td>
<td>Personal teaching beliefs were identified/addressed but missing one or two key considerations; rationale as to why you perceive that approach to be important provided; meets standards of doctoral level coursework</td>
<td>Personal teaching beliefs were identified/addressed with no missing detail; rationale as to why you perceive that approach important provided; meets standards of doctoral level coursework</td>
</tr>
<tr>
<td>Teaching Methods (5 points)</td>
<td>Absence of evidence indicating your teaching methods; does not meet standards of doctoral level coursework</td>
<td>Evidence indicating teaching methods but missing one or two key considerations; meets standards of doctoral level coursework</td>
<td>Clear evidence of teaching methods included with no missing detail; meets standards of doctoral level coursework</td>
</tr>
<tr>
<td>APA Style, Writing Style, and Overall Organization (5 points)</td>
<td>Does not adhere to APA style; poor grammar and sentence structure; paper is disorganized; omission of in-text citations and references (if appropriate)</td>
<td>Mostly adhere to APA style; sufficient grammar and sentence structure; paper is fairly organized; Use of in-text citations and references</td>
<td>Completely adhere to APA style; sufficient grammar and sentence structure; paper is well-organized; Use of in-text citations and references</td>
</tr>
</tbody>
</table>

The syllabus/schedule are subject to change
b) Syllabus (50 points)

Develop a syllabus for a course related to counseling/counselor education. I will provide a shell syllabus to help you with this project. You will need to include all typical aspects of a syllabus including but not limited to: CACREP standards, grading, rubrics, description of assignments, class schedule, textbook, and policies.

**Syllabus Rubric**

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 – <em>Exceeds Expectations</em> (45-50 points)</td>
<td>Provides organized syllabus for a counseling course. Includes all criteria noted.</td>
</tr>
<tr>
<td>2 – <em>Meets Expectations</em> (40 – 44 points)</td>
<td>Provides somewhat disorganized syllabus; however, includes all criteria and/or is missing some criteria noted</td>
</tr>
<tr>
<td>1 – <em>Does Not Meet Expectations</em> (0-43 points)</td>
<td>Disorganized syllabus with lack of criteria noted. Does not complete assignment.</td>
</tr>
</tbody>
</table>

**c) Teaching Observation (20 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**

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – Does Not Meet Expectations (0 - 3 points)</td>
<td></td>
</tr>
<tr>
<td>2 – Meets Expectations (4 points)</td>
<td></td>
</tr>
<tr>
<td>3 – Exceeds Expectations (5 points)</td>
<td></td>
</tr>
</tbody>
</table>

The syllabus/schedule are subject to change
5. Participation (20 points)

Due to the nature of this class, attendance and participation are essential. Participation is credited to all activities related to this course. Please be aware that being consistently late to class can also constitute as an absence, particularly when a pattern of lateness emerges without justification. The following criteria will be used to determine participation & attendance points:

The syllabus/schedule are subject to change
Class Participation Rubric

3 – *Exceeds Expectations* (18-20 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. No more than one absence/no evident pattern of lateness

2 – *Meets Expectations* (16-20 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. Two or less absences/no evident pattern of lateness

1 – *Does Not Meet Expectations* (0-15 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. More than two absences/pattern of lateness evident

**GRADING**

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

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90%-100%</td>
<td>A</td>
</tr>
<tr>
<td>80%-89%</td>
<td>B</td>
</tr>
<tr>
<td>70%-79%</td>
<td>C</td>
</tr>
<tr>
<td>60%-69%</td>
<td>D</td>
</tr>
<tr>
<td>&lt; 59%</td>
<td>F</td>
</tr>
</tbody>
</table>

**Final Grading**
Curriculum Vitae 25 points
In-class discussion 10 points
Teaching Philosophy *(Portfolio)* 25 points
Syllabus *(Portfolio)* 50 points
**KA9: Teaching Demonstration** 50 points
Participation 20 points
Teaching Observation *(Portfolio)* 20 points
Total 200 points

***Assignments are due on the day noted in the syllabus. Unless noted otherwise, all assignments are due at the beginning of the class period (i.e., 4:29pm). Late assignments will have 10% deduction per day late from the final score, and will not be accepted three days after the due date.***

The *syllabus/schedule are subject to change*
TECHNOLOGY REQUIREMENTS

Browser support
D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:
- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

<table>
<thead>
<tr>
<th>Browser</th>
<th>Supported Browser Version(s)</th>
<th>Maintenance Browser Version(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Microsoft® Edge</td>
<td>Latest</td>
<td>N/A</td>
</tr>
<tr>
<td>Microsoft® Internet Explorer®</td>
<td>N/A</td>
<td>11</td>
</tr>
<tr>
<td>Mozilla® Firefox®</td>
<td>Latest, ESR</td>
<td>N/A</td>
</tr>
<tr>
<td>Google® Chrome™</td>
<td>Latest</td>
<td>N/A</td>
</tr>
<tr>
<td>Apple® Safari®</td>
<td>Latest</td>
<td>N/A</td>
</tr>
</tbody>
</table>

The syllabus/schedule are subject to change
**Tablet and Mobile Support**

<table>
<thead>
<tr>
<th>Device</th>
<th>Operating System</th>
<th>Browser</th>
<th>Supported Browser Version(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Android™</td>
<td>Android 4.4+</td>
<td>Chrome</td>
<td>Latest</td>
</tr>
<tr>
<td>Apple</td>
<td>iOS®</td>
<td>Safari, Chrome</td>
<td>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.</td>
</tr>
<tr>
<td>Windows</td>
<td>Windows 10</td>
<td>Edge, Chrome, Firefox</td>
<td>Latest of all browsers, and Firefox ESR.</td>
</tr>
</tbody>
</table>

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  - 512 MB of RAM, 1 GB or more preferred
  - Broadband connection required courses are heavily video intensive
  - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

- **For YouSeeU Sync Meeting sessions 8 Mbps is required.** Additional system requirements found here: [https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements](https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements)

- You must have a:
  - Sound card, which is usually integrated into your desktop or laptop computer
  - Speakers or headphones.
  - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The syllabus/schedule are subject to change
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:
  - Adobe Reader  https://get.adobe.com/reader/
  - Adobe Flash Player (version 17 or later) https://get.adobe.com/flashplayer/
  - Adobe Shockwave Player  https://get.adobe.com/shockwave/

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

**ACCESS AND NAVIGATION**

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

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

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COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the Live Chat or click on the words “click here” to submit an issue via email.

System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

Interaction with Instructor Statement

Communication with your professors is key to your professional growth. I am here to support and guide you along your academic journey. With that being said, I cannot help you if you do not communicate with me. Please make an appointment if you have any concerns or questions. Because I teach in different locations, email is the best way to reach me. I will attempt to answer all emails within 24 hours, Monday-Friday, but at times will need up to 72 hours to do so. When emailing, please use your university email and address me with courtesy and respect.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Written assignments are due on the day noted in the syllabus. All papers are due at the beginning of the class period. Late papers will have 10% deduction per day late from the final score.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

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University Specific Procedures

Student Conduct
All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook. http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx

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

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

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf

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

Undergraduate Academic Dishonesty 13.99.99.R0.03


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

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legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**
Texas A&M University-Commerce  
Gee Library- Room 162  
Phone (903) 886-5150 or (903) 886-5835  
Fax (903) 468-8148  
Email: studentdisabilityservices@tamuc.edu  
Website: Office of Student Disability Resources and Services  
http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/

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

**Campus Concealed Carry Statement**

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

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

Web url:  
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.
# COURSE OUTLINE / CALENDAR

## Course Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/28</td>
<td>Introductions</td>
<td>Svinicki &amp; McKeachie Chapter 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teaching about teaching</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>First meeting</td>
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<td></td>
<td>Profession</td>
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<td></td>
</tr>
<tr>
<td>9/4</td>
<td>Approaches to teaching and learning</td>
<td>McAuliffe and Eriksen Chapters 1-3</td>
<td></td>
</tr>
<tr>
<td>9/11</td>
<td>Teaching strategies</td>
<td>McAuliffe and Eriksen Chapters 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teaching Philosophy</td>
<td>Svinicki &amp; McKeachie Chapter 4 &amp; 6</td>
<td></td>
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<tr>
<td>9/18</td>
<td>Curriculum Vitae</td>
<td></td>
<td>Curriculum Vitae Due in class (bring to class) Final Curriculum Vitae Due by 9/23</td>
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<tr>
<td>9/25</td>
<td>Facilitating Discussions</td>
<td>Svinicki &amp; McKeachie Chapter 5</td>
<td>Discussion Led Activity</td>
</tr>
<tr>
<td>10/2</td>
<td>Teaching Philosophy</td>
<td>McAuliffe and Eriksen Chapters 6-22</td>
<td>Discussion Led Activity</td>
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<td></td>
<td></td>
<td></td>
<td>Teaching Philosophy Due</td>
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<tr>
<td>10/9</td>
<td>Active and Experiential Learning; Writing</td>
<td>Svinicki &amp; McKeachie Chapter 14-16</td>
<td>Key Assignment 9: Teaching Demonstration (by sign up)</td>
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<tr>
<td>10/16</td>
<td>Teaching demonstrations</td>
<td>McAuliffe and Eriksen Chapters 6-22</td>
<td>Key Assignment 9: Teaching Demonstration (by sign up)</td>
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<tr>
<td>10/23</td>
<td>Teaching demonstrations</td>
<td>McAuliffe and Eriksen Chapters 6-22</td>
<td>Key Assignment 9: Teaching Demonstration (by sign up)</td>
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<tr>
<td>10/30</td>
<td>Teaching demonstrations</td>
<td>McAuliffe and Eriksen Chapters 6-22</td>
<td>Key Assignment 9: Teaching Demonstration (by sign up)</td>
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The syllabus/schedule are subject to change
<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Activity</th>
<th>Reading Material</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/6</td>
<td>Week 11</td>
<td>Teaching demonstrations</td>
<td>McAuliffe and Eriksen Chapters 6-22</td>
<td>Key Assignment 9: Teaching Demonstration (by sign up)</td>
</tr>
<tr>
<td>11/13</td>
<td>Week 12</td>
<td>Teaching Online</td>
<td>McAuliffe and Eriksen Chapter 24 Svinicki &amp; McKeachie Chapter 17</td>
<td>Syllabus due</td>
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<td>11/20</td>
<td>Week 13</td>
<td>Teaching demonstrations</td>
<td>McAuliffe and Eriksen Chapters 6-22</td>
<td>Key Assignment 9: Teaching Demonstration (by sign up)</td>
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<tr>
<td>11/27</td>
<td>Week 14</td>
<td>Teaching demonstrations</td>
<td>McAuliffe and Eriksen Chapters 6-22</td>
<td>Key Assignment 9: Teaching Demonstration (by sign up)</td>
</tr>
<tr>
<td>12/4</td>
<td>Week 15</td>
<td>Teaching demonstrations</td>
<td>McAuliffe and Eriksen Chapters 6-22</td>
<td>Key Assignment 9: Teaching Demonstration (by sign up)</td>
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<tr>
<td>12/11</td>
<td>Week 16</td>
<td>Final Thoughts</td>
<td></td>
<td>Teaching Observation due by end of semester</td>
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