



THE UNIVERSITY OF
TENNESSEE
KNOXVILLE

BIG ORANGE. BIG IDEAS.

**COLLEGE OF EDUCATION, HEALTH & HUMAN SCIENCES
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY & COUNSELING
COUNSELOR EDUCATION PROGRAMS**

**COUN 675 THEORY AND PRACTICE OF UNIVERSITY TEACHING IN COUNSELOR EDUCATION
SPRING 2017**

Course Section:	COUN 675.001, 3 credit hours
Course Meetings:	Mondays 10:10AM – 1:10PM
Course Location:	209 Claxton Complex
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COUNSELOR EDUCATION PROGRAM MISSION & OBJECTIVES

The PhD in Counselor Education program at the University of Tennessee prepares experienced counseling professionals from all parts of the world who wish to advance their careers in the education, supervision, and research relevant to the related fields. Its purpose is to equip those who aspire to counseling-related professions.

1. Graduates will explore and engage in culturally sensitive, developmentally appropriate, ethical, and evidence-informed counseling relationships that prepare them to train master's level professionals and contribute to the development of counseling theory and practice.
2. Graduates will provide culturally sensitive, ethical and developmentally appropriate supervisory relationships that promote skills of developing clinicians and provide gatekeeping for the profession.
3. **Graduates will demonstrate culturally sensitive, developmentally appropriate, and ethical teaching, assessment, and evaluation methods relevant to educating counselors.**
4. Graduates will comprehend and apply diverse methods for answering research questions relevant to the counseling profession.
5. Graduates will be culturally sensitive and ethical advocates and leaders for self, clients, and the counseling profession through interventions, programming, and professional and community engagement.
6. Graduates will demonstrate professional dispositions including Commitment, Openness, Respect, Integrity, and Self-Awareness

COURSE DESCRIPTION

Emphasis on teaching and learning theories and classroom applications in the preparation of future mental health, school, and rehabilitation counselors.

PURPOSE AND FOCUS

Teaching is a core role and responsibility of doctoral-level counselor educators, and this course is designed to facilitate development of knowledge, skills, and dispositions associated with effective teaching in counselor education. Students will explore research and theories related to adult learning, development, and motivation and generate implications for graduate teaching. Although we may explore literature regarding teaching specific content from time to time, we will focus attention on effective teaching process. Students will leave the course with foundation knowledge regarding teaching and learning, deep understanding of their teaching philosophies, and essential skills for facilitating and evaluating learning in counselor education.

CONTENT ADDRESSED

CACREP CURRICULAR CONTENT	2016 STANDARD
roles and responsibilities related to educating counselors	6.B.3.a
pedagogy and teaching methods relevant to counselor education	6.B.3.b
models of adult development and learning	6.B.3.c
instructional and curriculum design, delivery, and evaluation methods relevant to counselor education	6.B.3.d
effective approaches for online instruction	6.B.3.e
screening, remediation, and gatekeeping functions relevant to teaching	6.B.3.f
assessment of learning	6.B.3.g
ethical and culturally relevant strategies used in counselor preparation	6.B.3.h
the role of mentoring in counselor education	6.B.3.i
models and methods of program evaluation	6.B.4.f

STUDENT LEARNING OUTCOMES

SLO	STANDARD	EVALUATION
1. Demonstrate a deep, evidence-informed, and theoretically-based understanding of adult learning as it applies to the processes of educating counselors	6.B.3.b, c	LT Pres Brief CDP
2. Articulate a personal philosophy of teaching and learning that is evidence-informed and theoretically based	6.B.3.b, c	CDP
3. Design integrated course, lesson, and evaluation plans relevant to counselor education	6.B.3.b, d, g	CDP Demo
4. Engage in self-reflection and peer consultation regarding teaching effectiveness	6.B.3.g, h	Demo
5. Integrate attention to multicultural counseling competencies, development, and counseling ethics in teaching	6.B.3.h	All

PROFESSIONAL DISPOSITIONS

The Counselor Education Program has adopted a set of dispositions to be demonstrated by all students. You can use the acronym CORIS (pronounced 'chorus') to help you remember them. The dispositions include:

- ◆ **C**ommitment, including counseling identity, investment, advocacy, collaboration, and interpersonal competence
- ◆ **O**penness to idea, learning, change, giving and receiving feedback, others, and self-development
- ◆ **R**espect to self and others, including honoring diversity, self-care, and wellness

- ◆ *Integrity*, including personal responsibility, maturity, honesty, courage, and congruence
 - ◆ *Self-awareness*, including humility, self-reflection, and understanding of place in history
- CORIS is a representation of our values. All students, and faculty, should embody these dispositions inside and outside class meetings to the greatest extent possible.

METHODS OF INSTRUCTION

This course is designed for doctoral students who have strong content foundations in the profession and are preparing for graduate teaching requirements. Primary instructional strategies include seminar-style discussion, student presentations, application, and occasional mini-lectures. Meaningful engagement in this course will require careful review of assigned texts and learning resources and systematic reflection prior to class.

As doctoral students who are preparing to become educators of counselors (and perhaps even educators of counselor educators), you are partners in the learning community. I expect you to take responsibility for constructing this course in a meaningful way. You may do this by:

- Preparing for each class period carefully – reading; watching; reflecting; applying; and bringing perspectives, questions, insights, and topics for discussion
- Providing constructive feedback, support, and challenge to your colleagues
- Remaining open and responsive to constructive feedback, support, and challenge from your colleagues
- Learning about and utilizing UT resources related to teaching (see <http://tenntlc.utk.edu/>)
- Completing additional readings related to your interests or struggles
- Utilizing office hours for consultation
- Seeking feedback on assignment and project development in advance of deadlines
- Finding and utilizing a writing mentor and/or The Writing Center

REQUIRED TEXTS & MATERIALS

- Ambrose, S. A., Bridges, M. W., DiPietro, M., Lovett, M. C., & Norman, M. K. (2010). *How learning works: 7 research-based principles for smart teaching*. San Francisco, CA: Jossey-Bass.
- Association for Counselor Education & Supervision Teaching Initiative Taskforce. (2016). *Best practices in teaching in counselor education*. Available from <http://www.acesonline.net/resources/aces-teaching-initiative-taskforce-report-october-2016>
- Fink, L. D. (2013). *Creating significant learning experiences: An integrated approach to designing college courses*. San Francisco, CA: Jossey-Bass.

REQUIRED RESOURCES

- ACA 2014 Code of Ethics: (www.counseling.org/ethics)
 CACREP 2016 Standards (www.cacrep.org)

REQUIRED READINGS

- Barrio Minton, C. A., & Gibson, D. M. (2012). Evaluating student learning outcomes in counselor education: Recommendations and process considerations. *Counseling Outcome Research & Evaluation*, 3, 73-91. doi: 10.1177/2150137812452561
- Barrio Minton, C. A., Wachter Morris, C. A., & Yaites, L. D. (2014). Pedagogy in counselor education: A 10-year content analysis of journals. *Counselor Education & Supervision*, 53, 162-177. doi: 10.1002/j.1556-6978.2014.00055.x
- Hill, L. H. (2014). Graduate students' perspective on effective teaching. *Adult Learning*, 25(2), 57-65. doi: 10.1177/1045159514522433
- Malott, K. M., Hall, K. H., Sheely-Moore, A., Krell, M. M., & Cardaciotoo, L. (2014). Evidence-based teaching in higher education: Application to counselor education. *Counselor Education & Supervision*, 53, 294-305. doi: 10.1002/j.1556-6978.2014.00064.x

Morrisette, P. J., & Gadbois, S. (2006). Ethical consideration of counselor education teaching strategies. *Counseling and Values, 50*, 131-141.

O'Neal, C., Meizlish, D., & Kaplan, M. (2007). Writing a statement of teaching philosophy for the academic job search. CLRT Occasional Papers No. 23. Available from http://www.crlt.umich.edu/sites/default/files/resource_files/CRLT_no23.pdf

U.S. Department of Health and Human Services Centers for Disease Control and Prevention. Office of the Director, Office of Strategy and Innovation. (2011). *Introduction to program evaluation for public health programs: A self-study guide*. Atlanta, GA: Centers for Disease Control and Prevention. Available from <http://www.cdc.gov/eval/guide/CDCEvalManual.pdf>

RECOMMENDED TEXTS

McAuliffe, G., & Eriksen, K. (Eds.) (2011). *Handbook of counselor preparation, constructivist, developmental and experiential approaches*. Los Angeles, CA: Sage.

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

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

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

Assignment	Points	Earned	Due
Weekly reflection and preparation	Priceless		Ongoing
Learning theory presentation & fact sheet	20		2/6, 2/13, 2/20, 2/27
Topic/method practice brief	20		3/27
Teaching demonstration, reflection, & peer review	10		Last day 4/24
Course design portfolio	50		4/24

Grading Scale		Min	Max
A	Superior	93	100
A-	Intermediate	90	92.9
B+	Very Good	87	89.9
B	Good	83	86.9
B-	Intermediate	80	82.9
C+	Less than Satisfactory	77	79.9
C	Well below Standard	70	76.9
D	Clearly Unsatisfactory	60	69.9
F	Extremely Unsatisfactory	0	59.9

ASSIGNMENT SNAPSHOTS (SEE CANVAS)

- **Weekly Reflection & Preparation** – This course will be most meaningful if you prepare for class carefully; I will suggest preparation strategies.
- **Learning Theory Presentation & Fact Sheet** – You will teach a 40-minute lesson and provide peers with a fact sheet regarding one learning theory of choice; we will dedicate time for feedback.
- **Topic/Method Practice Brief** – You will conduct a critical, integrated review of literature regarding a topic or method of your choice and create concrete implications for practice.
- **Teaching Demonstration, Reflection, & Peer Review** – You will deliver a practice lesson to a class, engage in self-reflection, and facilitate a peer review.
- **Course Design Portfolio** – Your culminating project will include portfolio complete with teaching philosophy, syllabus, curriculum map/design, sample lesson plans, sample assessment activities, and a literature-based rationale. You will have opportunity for formative feedback on portfolio elements.



Dear Student,

*The purpose of this **Campus Syllabus** is to provide you with important information that is common across courses at UT. Please*

observe the following policies and familiarize yourself with the university resources listed below. At UT, we are committed to providing you with a high quality learning experience. I want to wish you the best for a successful and productive semester.

Interim Provost John Zomchick

UNIVERSITY CIVILITY STATEMENT

“Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, gracious-ness, cordiality, affability, amiability and courteous-ness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other’s well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus”
<http://civility.utk.edu/>.

EMERGENCY ALERT SYSTEM:

The University of Tennessee is committed to providing a safe environment to learn and work. When you are alerted to an emergency, please take appropriate action. Learn more about what to do in an emergency and sign up for UTAAlerts at <http://safety.utk.edu>. Check the emergency posters near exits and elevators for building specific information. In the event of an emergency, the course schedule and assignments may be subject to change. If changes to graded activities are required, reasonable adjustments will be made, and you will be responsible for meeting revised deadlines.

ACADEMIC INTEGRITY

“An essential feature of the University of Tennessee, Knoxville is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.”

YOUR ROLE IN IMPROVING TEACHING AND LEARNING THROUGH COURSE ASSESSMENT

At UT, it is our collective responsibility to improve the state of teaching and learning. During the semester you may be requested to assess aspects of this course either during class or at the completion of the class. You are encouraged to respond to these various forms of assessment as a means of continuing to improve the quality of the UT learning experience.

DISABILITIES THAT CONSTRAIN LEARNING:

“Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services (ODS) at 865-974-6087 in 100 Dunford Hall to document their eligibility for services. ODS will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities.” Information on accessibility at UTK is also at <http://accessibility.utk.edu>

WELLNESS:

The Student Counseling Center is the university’s primary facility for personal counseling, psycho-therapy, and psychological outreach and consultation services. <http://counselingcenter.utk.edu/> and The Center for Health Education and Wellness engages in prevention and intervention efforts to increase awareness, impact student decision making, and positively influence our university community. The Center manages 974-HELP (also at <http://wellness.utk.edu/>).

INSTRUCTOR POLICIES

PROFESSIONALISM

As future scholars and leaders of our profession, students are responsible for coming to class prepared to discuss readings, making productive contributions to class discussions/activities, and attending respectfully to others when not contributing directly. I expect you will **demonstrate CORIS in all interactions**; I will request a meeting if I am concerned regarding your demonstration of CORIS in our work together. Please consider the following examples of professionalism in our course:

<i>Meets professional expectations</i>	<i>Below professional expectations</i>	<i>Significantly below expectations</i>
<ul style="list-style-type: none"> ▪ 0 – 1 absences ▪ Rarely tardy/late from break ▪ Contributes more days than not ▪ Contributions reflect routine, careful preparation ▪ Attentive and respectful toward others when not contributing directly ▪ Actively engages in small group activities ▪ No concerns regarding CORIS <p style="text-align: center;"><i>Indicators show potential for continued success in graduate school and beyond.</i></p>	<ul style="list-style-type: none"> ▪ 1-2 absences* ▪ Frequent, minor tardiness ▪ Sometimes contributes to class ▪ Contributions reflect occasional preparation ▪ Sometimes distracted or disrespectful nonverbally when not contributing directly (e.g., texting, surfing, sidebars) ▪ Routinely engages in small group activities ▪ Occasional or minor CORIS concerns <p style="text-align: center;"><i>Final grade adjustment of 5-10 points, conference with instructor, and/or PIM.</i></p>	<ul style="list-style-type: none"> ▪ 2-3 absences ▪ Persistent, minor tardiness ▪ Recurrent, major tardiness ▪ Contributions rare or not productive ▪ Contributions reflect lack of preparation ▪ Behaviors detract from safe, scholarly learning environment ▪ Limited engagement in small group activities ▪ Serious concerns regarding CORIS <p style="text-align: center;"><i>Final grade adjustment of 10-20 points, conference with instructor, and/or PIM. Serious violations may require repeating course (e.g., 3+ absences), assignment of F in course, or other remediation.</i></p>

ABSENCES

I expect you will attend class each week, and I have built in a “flex” day in case of illness, family obligation, or emergency. If you miss more than one class period, for whatever reason, I will consider your attendance to be below professional expectations. **You may request “forgiveness” of a second absence** by engaging in continuing education regarding the topic missed and writing a critical review of learning. **Students who miss the equivalent of three or more class periods will need to repeat the course.**

DUE DATES & INCOMPLETES

You are responsible for pacing yourself and submitting assignments on or before class on due dates. If you are concerned about your ability to complete quality work as described in the schedule, **make an appointment** as soon as possible so we discuss how to support your learning in our course. In most cases, I will adjust **late assignments** as follows: 25% reduction up to one week late, 50% reduction more than one week late. I will not accept assignments more than one month past deadline. Per UT Policy, a **grade of incomplete** will only be issued during the last portion of the semester if you are passing at the time and unable to complete requirements due to the most extenuating and unforeseeable of circumstances.

FORMAT GUIDELINES

Unless otherwise indicated, assignments should be written in accordance with APA style (6th ed.). Even when you complete an assignment (e.g., teaching philosophy or lesson plan) that is not in traditional paper format, you must cite and reference all sources used for all assignments in APA format.

CANVAS

We will be using Canvas as a course management tool this semester. You may access the course using your NetID and password via <http://utk.instructure.com>. Once within Canvas, you will be able to view announcements, download copies of class materials, and submit assignments. All assignments will be submitted via Canvas this semester. Please do not bring hard copies to class.

OBSERVATION OF RELIGIOUS HOLY DAYS

If you plan to observe a religious holy day that coincides with a class day, please notify the instructor in advance.

INCLEMENT WEATHER

In most cases, we will follow UT announcements for weather cancellations and delays; however, there may be times the university is officially open but we meet online due to safety concerns or a delayed start that falls during our class meeting time. In the event that we do not meet in person due to weather, we will hold class via Zoom, UT's videoconferencing software. I will post join instructions via a Canvas announcement, and I will ask the system to send a copy to your VolMail account. Please consult me if you do not have internet access at home; I can record the session so it will be available to you at a later time.

TENTATIVE COURSE CALENDAR

DATE	TOPICS	READINGS DUE	ASSIGNMENTS & ACTIVITIES DUE	CACREP
1/16	MLK DAY – NO CLASS	Begin Ambrose et al.		
1/23	Orientation & introductions Becoming a counselor & CE Professional standards & accreditation	ACES Preface & Exec Sum ACES Section 1 Fink Preface & Ch 1 Barrio Minton et al. (2014)	<i>Bring learning theory preferences</i> <i>Refresh CACREP Standards</i> <i>Refresh ACA Code Section F</i>	6.B.3.a
1/30	<i>Discussion: How Learning Works</i> <i>Discussion: Our beliefs about learning</i>	Finish Ambrose et al. Fink Ch 2 ACES Section 6 O’Neal et al. (2007)	<i>Schedule teaching demonstration</i>	6.B.3.b,c
2/6	Learning Theory Presentations (1-3)	Fink Ch 3		6.B.3.b,c
2/13	Learning Theory Presentations (4-6)	Fink Ch 4	<i>Optional: Teaching philosophy</i>	6.B.3.b,c
2/20	Learning Theory Presentations (7-9)	Fink Ch 5		6.B.3.b,c
2/27	Learning Theory Presentations (10-12)	Fink Ch 6-7		6.B.3.b,c
3/6	Course & learning environment design	ACES Section 2 Hill (2014) Malott et al. (2014) Revisit Ambrose et al. Ch 6 Revisit Fink Ch 3 & App		6.B.3.b,d
3/13	SPRING BREAK – NO CLASS			
3/20	Instructional techniques	Revisit Fink Ch 4	<i>Optional: Course syllabus</i>	6.B.3.b,d
3/27	Technology & online instruction <i>Discussion: Content/method Briefs</i>	ACES Section 5 Other TBD	<i>Optional: Curriculum map/design</i> Content/method brief due	6.B.3.d,e
4/3	Evaluating student learning Evaluating instructor performance	ACES Sections 4, 7, 9 Revisit Ambrose et al. Ch 5, App	<i>Optional: Teaching artifacts</i>	6.B.3.d,g
4/10	Broader program evaluation <i>Discussion: Teaching demo & review</i>	CDC (2011) Barrio Minton & Gibson (2012) Revisit CACREP Section 4	<i>Optional: Assessment artifacts</i>	6.B.3.i 6.B.4.f
4/17	Social & cultural considerations Ethical considerations Remediation & gatekeeping	Revisit ACA Code of Ethics Sec F ACES Section 8 Morrissette & Badbois (2006)		6.B.3.f,h
4/24	Learning reflections and culminating celebration		Complete course evaluations Teaching demo & reviews due Course design portfolio due	

Calendar is tentative. Instructor may alter to address emerging class needs.

WEEKLY REFLECTION & PREPARATION

This course will be most meaningful if you prepare for class carefully; I will suggest preparation strategies below and in class.

Becoming an educator is a lifelong journey. Although not required, I strongly recommend weekly reflecting, journaling, or bullet journaling for this course. For each chapter, section, or article, you might consider noting:

- Key points and takeaway messages (what)
- Connections to experiences as a student (so what)
- Connections to experience as an educator (so what)
- Questions, quandaries, or messages to keep exploring (now what)
- Future readings or resources for exploration (now what)
- “Try it on” ideas (now what)

Although I will not collect formal papers, I expect you to bring at least 2-3 questions, quandaries, or messages to keep exploring to each class period.

LEARNING THEORY PRESENTATION & FACT SHEET (20 POINTS)

You will teach a 40-minute lesson and provide peers with a fact sheet regarding one learning theory of choice; we will dedicate time for teaching feedback.

Prepare a brief lesson to help counselor educators understand and apply a specific learning theory or model to counselor education (see <http://www.learning-theories.com/> for a good list). The theory or model should fit into one of the following paradigms:

- Behaviorist Theories
- Cognitivist Theories
- Constructivist, Social, and Situational Theories
- Motivational and Humanist Theories
- Critical and Transformative Theories
- Design (Instructional) Theories and Models

You will present your work via a class presentation and fact sheet.

As a class, we will construct a list of the models/theories that hold most promise for the work of counselor educators. You will select your topic from this co-constructed list. In the event that multiple students are interested in the same topics, we will decide whether to negotiate as a group or utilize a lottery system. I anticipate the following topics will be of greatest relevance and interest to our class:

- Social learning theory (Bandura)
- Communities of practice (Lave & Wenger)
- Discovery learning (Bruner)
- Social development theory (Vygotsky)
- Problem-based learning (PBL)
- Situated learning (Lave)
- Experiential learning (Kolb)
- Self-determination theory (Deci & Ryan)
- Person-centered teaching (Rogers)
- Bloom's taxonomy (Bloom)
- Transformational learning (Mezirow)
- Theory of andragogy (Knowles)
- Critical pedagogy
- Feminist pedagogy

CONTENT CONSIDERATIONS

- Theory overview (include theoretical view of student learning and theory-based techniques)
- Evidence base
- Critical review (include attention to consistency with philosophical foundations of counseling, relevance to adult learning, quality of evidence base, and cultural considerations)
- Implications for counselor educators
- Resources for continuing education

DELIVERY CONSIDERATIONS

- You must include attention to all areas listed above.
- We will allot 1/3 class period for each presentation. Please prepare a 40-minute lesson; the remaining time will be spent in discussion, debriefing, and peer feedback.
- Ideally, conduct the presentation in a manner consistent with the theory/model explored. If time does not allow this consistency, be sure to use concrete illustrations.
- At a minimum, provide a fact sheet handout with key points and resources for further study.
- Use APA-style for in-slide and in-text citations and overall references

EVALUATION

Presentations will be evaluated based on comprehensiveness, quality of information, practicality of application, audiovisual support, presentation style, handout quality, and ability to respond to queries. See Canvas for Rubric.

TOPIC/METHOD PRACTICE BRIEF (20 POINTS)

You will conduct a critical, integrated review of literature regarding a topic or method of your choice and create concrete implications for practice.

This written assignment will require that you delve into the counselor education literature to explore a teaching topic or method of your choice. There is a broad range of appropriate topics and methods appropriate for this assignment. I encourage you to select a topic that is personally and professionally relevant to you and that links to your **course development portfolio** in a meaningful way. The following examples of topics/methods appropriate for this assignment:

- Teaching a specific core (e.g., professional orientation, theories, development, multicultural, career...), specialty (e.g., CMHC, SC), or elective (e.g., spirituality, family systems) course
- Teaching a critical concept within a course (e.g., racial identity development, evidence-based approaches to counseling)
- Using a specific instructional strategy (e.g., service-learning, cultural immersion, online discussion groups, reflection journals, case- or problem-based learning)

All students will review counselor education literature. Depending on depth of literature for your specific topic/method, you may need to expand your search to related professions. Please conduct a preliminary search to determine the degree to which there is sufficient literature to support your selection. In some cases, you will need to narrow or broaden your topic to fit the current literature. For example, there are hundreds of articles regarding teaching multicultural counseling, thus indicating the topic is too broad. However, you might find just one article on teaching medication management, thus indicating the topic is too narrow.

After reviewing the literature, write an integrated critique and summary regarding findings and gaps. Finally, you will conclude your brief with specific implications and recommendations for counselor educators.

GUIDELINES

- Follow the ACES Teaching Taskforce Brief format for this assignment. As with the ACES documents, single space within sections, double space between sections, and use headings as follows:
 - Title
 - Author
 - Overview of topic and relationship to counselor education (including link to standards)
 - Relevant research and literature support
 - Application
 - Considerations for diverse learners and multicultural implications
 - Ethical considerations
 - Unanswered questions/future discussions
 - Resources
 - References
- Your final product should not exceed 5 pages of content (not counting references)
- Use APA-style for in-text citations and references

EVALUATION

Briefs will be evaluated based on rigor of review, practicality of application, quality of critical evaluation, and professional style. See Canvas for Rubric.

TEACHING DEMONSTRATION, REFLECTION, & PEER REVIEW (10 POINTS)

You will deliver a practice lesson to a class, engage in self-reflection, and facilitate a peer review.

This assignment will require that you begin applying what you are learning about learning to the practice of teaching. You will teach in a counseling course (no less than 75 minutes), videorecord your demonstration, collect feedback from students, debrief with a peer, and complete a self-assessment. You will also serve as a peer debriefer/evaluator for this assignment.

GUIDELINES

1. You may complete the clinical portion of this assignment in a COUN course of your choice. If you are in teaching internship, you may use that course to fulfill this assignment, but please do not duplicate an assignment for your internship course. If a course does not come to mind, review the course offerings schedule. Seek permission and make arrangements with the instructor for at least a 75-minute presentation (1/2 class period for most courses).
2. **Prior to the demonstration**
 - a. If you are not actively involved in the course, review the syllabus and visit with the instructor regarding the course, the students, and parameters for your demonstration
 - b. Visit with your peer debriefer to discuss teaching philosophy, background information about the course and students, learning objectives for the lesson, lesson plan, and requests for feedback
 - c. If at all possible, arrange for the peer debriefer to observe live
3. **On demonstration day**
 - a. Videorecord the demonstration
 - b. Collect written feedback from students (structure how you like)
 - c. Consider debriefing the demonstration with the instructor
4. **After the demonstration**
 - a. Reflect on the demonstration, watch the recording, and review student feedback
 - b. If your peer did not observe you live, provide him or her the recording for viewing
 - c. **Peer** – complete a **teaching observation form** and **narrative summary** of observed strengths, opportunities, and things to think about
 - d. Meet with peer for feedback session
 - e. Write your reflection
5. **Submit to the instructor**
 - a. **A narrative reflection** (about 3 pages, no min or max) including attention to context of the demonstration, your observed strengths as an instructor, your observed opportunities for improvement, and overall implications for your development
 - b. Your lesson objectives, lesson plan, and any related teaching artifacts
 - c. A summary of student feedback
 - d. The teaching observation form and narrative summary you received from your peer

EVALUATION

Teaching demonstrations will be evaluated based on evidence of integration of course material, insight/awareness regarding strengths and opportunities for growth, and quality of feedback provided to peer. See Canvas for Rubric.

TIMING

Because you will be at the mercy of others' course schedules, I will accept this assignment until the last day of class. However, this assignment will be most meaningful if completed in full within 1-2 weeks of the teaching demonstration. I urge you to complete this requirement as early as possible.

COURSE DESIGN PORTFOLIO (50 POINTS)

Your culminating project will include portfolio complete with teaching philosophy, syllabus, curriculum map/design, sample lesson plans, sample assessment activities, and a literature-based rationale. You will have opportunity for formative feedback on portfolio elements.

This major assignment has several components that will guide you through articulating your beliefs about teaching and learning, identifying your roles and responsibilities as a counselor educator, and designing a course in an intentional manner. It will require that you integrate learning about learning (first half of course) with learning about teaching (second half of course). Your portfolio will include the following:

1. Your **philosophy of teaching and learning** in counselor education (see O'Neal et al., 2007)
2. **CACREP-compliant syllabus** for a course other than practicum or internship (use 2016 standards)
3. **Curriculum map or diagram** illustrating connections among course outcomes, readings, instructional methods, and learning assessments (see Fink, 2013)
4. **Teaching artifacts**: Lesson plan and materials for at least two class periods
5. **Assessment artifacts**: Guidelines and rubrics for at least two assignments
6. **APA-style justification paper** in which you
 - a. discuss how methods of instruction and student evaluation are congruent with your philosophy of teaching and learning, literature related to teaching and learning, literature related to your pedagogical content area, and *CACREP 2016 Standards*, and
 - b. discuss how you will address ethical, legal, and multicultural issues specific to your course.

GUIDELINES

1. The portfolio is due, in whole, at the end of the semester.
2. You may choose to submit draft components for formative feedback. If you would like to take advantage of feedback for one or more components, email the instructor by the date listed on the syllabus.
3. We will discuss elements of the portfolio as the semester progresses.
4. Submit the final portfolio via Canvas.
5. Even if not writing artifacts and syllabi in APA style, be sure to cite sources and give credit throughout.

EVALUATION

Evaluation considerations include quality of components (i.e., philosophy of teaching, syllabus, curriculum map/diagram, teaching artifacts, assessment artifacts), rigor of justification paper, cohesiveness of portfolio contents, and quality of writing. Please see Canvas for rubric.

INTEGRATION NOTE

This course is designed to build on itself. If you are intentional about your learning theory presentation and content/topic brief, you will have already reviewed most of the literature necessary for the justification paper to support your portfolio. Similarly, you may find the lesson plan you create for your teaching demonstration works well as an artifact for the portfolio.