

DRAFT SYLLABUS

TENNESSEE TECH UNIVERSITY

COLLEGE OF EDUCATION

DEPARTMENT OF COUNSELING AND PSYCHOLOGY

COUN 7610-500 TEACHING IN COUNSELOR EDUCATION

WEDNESDAYS, 1 – 3:50P.M., FARR 305, 3 HOURS, FALL 2021

INSTRUCTOR INFORMATION

Katherine M. Hermann-Turner, Ph.D., LPC/MHSP-Temp., NCC

Farr 303B

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Email: khturner@tntech.edu**OFFICE HOURS:** By Appointment**COURSE INFORMATION**

COUN 7610-500 Teaching in Counselor Education, Wednesdays 1 – 3:50PM. Farr 305

TTU COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK:

Prepare effective, engaging professionals through clinically rich, evidence-based programs with a network of mutually beneficial partnerships.

**PREREQUISITES**

Permission from instructor.

TEXTS AND REFERENCES

REQUIRED TEXTS:

Haddock, L. R., & Whitman, J. S. (2019). *Preparing the educator in counselor education: A comprehensive guide to building knowledge and developing skills*. Routledge.

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

REQUIRED ARTICLES (POSTED ON ILEARN):

Lawrence, C., Foster, V. A., & Tieso, C. L. (2015). Creating creative clinicians: Incorporating creativity into counselor education. *Journal of Creativity in Mental Health, 10*(2), 166-180.

Wasik, S., Barrow, J., Royal, C., Brooks, R., Dames, L., Corry, L., & Bird, C. (2019). Online counselor education: Creative approaches and best practices in online learning environments. *Research on Education and Psychology, 3*(1), 43-52.

Wells, P. C., & Dickens, K. N. (2019). Creativity in counselor education: More than case studies. *International Journal for the Advancement of Counselling, 1-9*.

Wood, S. M., Baltrinic, E. R., Minton, C. A., Cox, J. Kleist, D., Lingertat-Putnam, C., Merino, C., Osterlund, L., Perjessy, C., Rodriguez, A., & Moore, A. S. (2016). *ACES teaching initiative taskforce best practices in teaching in counselor education report 2016*. Association for Counselor Education and Supervision. <https://acesonline.net/wp-content/uploads/2018/11/ACES-Teaching-Initiative-Taskforce-Final-Report-2016.pdf>.

*Other articles will be assigned throughout the semester.

RECOMMENDED:

Atieno, O. J. E., & Rubel, D. J. (2019). *Counselor education in the 21st century: Issues and experiences*. American Counseling Association.

West, J. D., Bubbenzer, D., Cox, J. A., & McGlothlin, J. M. (2013). *Teaching in counselor education: Engaging students in learning*. Association for Counselor Education and Supervision.

Vela, J. C. (2020). *Teaching and learning in counselor education*. American Counseling Association.

Kelsky, K. (2015). *The Professor is in: The essential guide to turning your Ph.D. into a job*. Crown.

COURSE DESCRIPTION

An introduction to the major roles, responsibilities, and activities of counselor educators. Includes instructional theory and methods, and addresses the ethical, legal, and culturally relevant issues associated with counselor preparation training.

COURSE CACREP OBJECTIVES/STUDENT LEARNING OUTCOMES

Standard	Content/Reading	Formative Assessment	Summative Assessment
6.B.3.a. roles and responsibilities related to educating counselors	<i>Preparing the Educator in Counselor Education: A Comprehensive Guide to Building Knowledge and Developing Skills</i> (PCE), Chap. 1, 5, 8, 9, & 10	Class #2 & 7 Lectures Class Discussions	Interview with Counselor Educator
6.B.3.b. pedagogy and teaching methods relevant to counselor education	PCE, Chap. 5, 6, 8 & 10	Class #7, 8, & 9 Lectures Class Discussions	Justified Course Syllabus
6.B.3.c. models of adult development and learning	PCE, Chap. 6	Class #8 Lecture Class Discussions	Teaching Presentations
6.B.3.d. instructional and curriculum design, delivery, and evaluation methods relevant to counselor education	PCE, Chap. 5, 6, 7, & 8	Class #7, 8, & 11 Lecture Guest Speaker: Chris Lawrence Class Discussions	Teaching Presentation Justified Course Syllabus
6.B.3.e. effective approaches for online instruction	PCE, Chap. 5, 7, 9, & 10 Week #10 Assigned Readings	Guest Speaker: CITL Class Discussions	Teaching Presentations #2 & 3
6.B.3.f. screening, remediation, and gatekeeping functions relevant to teaching	PCE, Chap. 5, 8, & 9	Class #12 & 15 Lectures Class Discussions	Interview with Counselor Educator
6.B.3.g. assessment of learning	PCE, Chap. 5, 6, & 8	Class #12 & 13 Lectures Class Discussions	Justified Course Syllabus
6.B.3.h. ethical and culturally relevant strategies used in counselor preparation	PCE, Chap. 3, 4, 5, 8, 10, & 11	Guest Speaker: Robert Owens Class Discussions	Justified Course Syllabus
6.B.3.i. the role of mentoring in counselor education	PCE, Chap. 9, 10, & 11	Class #16 Lecture Class Discussions	Interview with Counselor Educator

MAJOR TEACHING METHODS

Instruction will consist of lectures, guest speakers, demonstrations, class discussions, classroom experiential activities, reflective activities, and reading and writing assignments.

SPECIAL INSTRUCTIONAL PLATFORM/MATERIALS

iLearn, laptop

TOPICS TO BE COVERED

- Roles and responsibilities of counselor educators with special attention to diversity inclusion, retention, ethics, mentoring, and gatekeeping.
- Pedagogy, teaching methodology, course design and delivery, and evaluation for face-to-face and distance learning.

GRADING AND EVALUATION PROCEDURES

The following assessment procedures will be used to evaluate students' knowledge of the course.

EVALUATION AND ASSESSMENT PROCEDURES

ASSIGNMENT	PERCENTAGE
Participation	5
Teaching Philosophy Statement	10
Teaching Presentations (3)	45
Interview with Counselor Educator	12.5
Justified Course Syllabus	20
Faculty Meeting Report	2.5
Final Reflection	5
TOTAL	100%

All course requirements will be used to determine student's achievement of the course objectives listed under section "assignments and related policy" of this syllabus. All required assignments would be given a specific grade. Final course grades will incorporate the grading system as follows:

LATE ASSIGNMENTS

All assignments should be completed on or before the announced due date. Ten percent will be deducted for each day an assignment is late including weekend days. After three days, assignments will no longer be accepted, and the student will receive a zero on the assignment. It

is the student's responsibility to ensure assignments are submitted on time. All submitted work is final. Your submissions should reflect your best professional effort.

GRADING SCALE

Letter Grade	Grade Range
A	93 -100
B	85 – 92
C	77 – 84
D	69 – 76
F	<68

COURSE POLICIES

STUDENT ACADEMIC MISCONDUCT POLICY

Maintaining high standards of academic integrity in every class at Tennessee Tech is critical to the reputation of Tennessee Tech, its students, alumni, and the employers of Tennessee Tech graduates. The Student Academic Misconduct Policy describes the definitions of academic misconduct and policies and procedures for addressing Academic Misconduct at Tennessee Tech. For details, view the Tennessee Tech's Policy 217 – [Student Academic Misconduct at Policy Central](#).

ATTENDANCE POLICY

Attendance, on time arrival, and video capabilities are expected and of the utmost importance in a class of this nature. If you foresee missing more than one class over the course of the semester, please see me. Arriving late or leaving early is a disruption to the entire class; therefore, I ask that all candidates inform their classmates and myself if they are required to leave early or arrive late. You are responsible for making sure you receive the necessary assignments and class notes you miss.

CLASS PARTICIPATION

Students are expected to come prepared to class, including completing all reading and reflecting on the material. Students are expected to engage in discussions and group work.

ASSIGNMENTS AND RELATED POLICY

PARTICIPATION

Throughout the class you will be required to participate in class and complete activities outside of class. Specific outside class activities, which are listed on the course schedule under "Assignments," include completing iLearn certification training, the Teaching Perspectives Inventory (<http://www.teachingperspectives.com/tpi/>) and Index of Learning Styles Questionnaire (<https://www.webtools.ncsu.edu/learningstyles/>), and joining CESNET. In class, you will be expected to come prepared to discuss assigned readings, provide appropriate developmental feedback to classmates, and engage with class material.

TEACHING PHILOSOPHY STATEMENT

Please write a one-to-two-page teaching philosophy. This statement should be in narrative form and include your philosophy of teaching, a description of how you teach, and a justification you're your teaching method. Links to several websites with tips and examples are posted in the Week 4 section of iLearn.

TEACHING PRESENTATIONS (3)

Over the course of the semester, you will complete and record three teaching presentations. One will be designed and delivered in face-to-face format, one synchronous online, and one asynchronous online. These teaching presentations should be 20-30 minutes in length and use appropriate techniques to engage your student population. You will need to write a lesson plan (that is written in enough detail that anyone could deliver the material) that includes one general goal two to three objectives, plan presentation materials, and provide a handout. On the day the assignment is due, you will need to come to class with your lesson plan, presentation, and recording of your teaching presentation. Together, we will watch each presentation and give developmental feedback.

INTERVIEW WITH COUNSELOR EDUCATOR

Conduct an interview with a professor in Counselor Education and Supervision, who is not affiliated with TTU, about his/her experiences as a counselor educator. The interview should take place in person, over Zoom, or over the phone (if necessary). You may not conduct your interview through email.

Please included the following information in your semi-structured interview questions:

1. The interviewee's experience and involvement and in counselor education.
2. The interviewee's views on the major roles, responsibilities, and activities of counselor educators.
3. The interviewee's personal philosophy of teaching and learning as a counselor educator.
4. The interviewee's assessment and evaluation practices.
5. The interviewee's views and practice of screening, remediation, and gatekeeping.
6. The interviewee's role as a mentor.
7. The interviewee's understanding about ethical, legal, and multicultural issues associated with preparing counselors.
8. The interviewee's ideas about present and future concerns in the field of counseling and counselor education.
9. Other items the interviewee wishes to share.

Prior to your interview, please verify the interviewee:

1. Identifies as a "counselor educator."
2. Understands the nature of the assignment and agrees to participate.
3. Is not inconvenienced by the interview.
4. Understands the level of anonymity/confidentiality you will provide.

Please keep the identity of the interviewee's identity confidential unless they consent to disclosure. Please submit 1) a summary of your interview (this summary should be sent and approved by your interviewee; member checked), 2) your personal/professional

reactions, and 3) implications for your future role as an educator, 4) how what you have learned aligns with your knowledge of the roles and responsibilities of a counselor educator, and 5) a copy of your interview questions. Interviews will be discussed in class.

JUSTIFIED COURSE SYLLABUS

Assume you are a faculty charged with developing, delivering, and evaluating a master's level counseling course in one of the eight CACREP core curricular areas (Professional Counseling Orientation and Ethical Practice, Social and Cultural Diversity, Human Growth and Development, Career Development, Counseling and Helping Relationships, Group Counseling and Group Work, Assessment and Testing, and Research and Program Evaluation). You will need to create a syllabus for your selected course, using current scholarly literature, competency standards, and CACREP to justify the course elements (i.e., course objectives, teaching methods, course assignments, assessment of learning, ethical and cultural relevance etc.). Justification requires the inclusion of a section explaining and validating your decisions for selecting each of the components of the course syllabus. The paper should include attention to diversity, equity, student retention, different learning styles, and gatekeeping. A copy of the TTU course templet will be provided and should be used as a framework. Please note, you may not duplicate an existing syllabus for a class.

FACULTY MEETING REPORT

During the semester, you are required to attend one graduate faculty meeting of the Department of Counseling and Psychology (typically scheduled Thursday afternoons at 2PM). Following this experience, you will need to submit a brief reflection (1 – 2 pages) discussing your experience. What surprised you? What did you expect? What would you do differently? Please let the instructor of record know that you will be attending the meeting prior to coming. This assignment is due on or before December 1st.

FINAL CLASS REFLECTION

Your final culminating activity for the course is a reflection and discussion via iLearn. In this reflection, please discuss your takeaways from the course (What did you learn? What surprised you? Etc.) and your future goals related to the course material. This reflection should be 2-3 pages long. In addition to writing your own reflection, you are also required to read your classmates posts and respond to at least two other posts.

ASSIGNMENT FORMAT

All assignments should be typed, double-spaced, 12-point Times New Roman font, and adhere to APA guidelines (*APA Publication Manual*, 7th ed.) including, title page, running head, quotations, in-text citations, references, etc. Points will be deducted for all assignments not meeting these standards.

FLEXIBILITY STATEMENT

The requirements, assignments, policies, evaluation procedures, etc. are subject to change. Students' experiences and needs, as well as emerging knowledge and competencies will be used to modify the course syllabus. I am happy to meet with you and discuss ways you can be more successful.

DISABILITY ACCOMMODATION

Students with a disability requiring accommodations should contact the accessible education center (AEC). An accommodation request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The AEC is located in the Roaden University Center, room 112; phone 931-372-6119. For details, view Tennessee Tech's policy 340 – [services for students with disabilities at policy central](#).

ADDITIONAL RESOURCES

TECHNICAL HELP

If you are experiencing technical problems, visit the [myTech IT Helpdesk](#) for assistance.

If you are having trouble with one of the instructional technologies (i.e. Zoom, Teams, Qualtrics, Respondus, or any technology listed [here](#)) visit the [Center for Innovation in Teaching and Learning](#) (CITL) website or call 931-372-3675 for assistance.

For accessibility information and statements for our instructional technologies, visit the [CITL's Learner Success Resource page](#).

TUTORING

The university provides free tutoring to all Tennessee Tech students. tutoring is available for any class or subject as well as writing, test prep, study skills, resumes. Appointments are scheduled. Please see the [Learning Center website](#) for more information.

HEALTH AND WELLNESS

COUNSELING CENTER

The Counseling Center offers brief, short-term, solution-focused therapeutic interventions for Tennessee Tech University students. The staff of the Counseling Center is available to assist students with their personal and social concerns in hopes of helping them achieve satisfying educational and life experiences. To learn more or schedule an appointment, visit the [Counseling Center website](#).

HEALTH SERVICES

Health Services offers high-quality, affordable care that is accessible and promotes the health and wellness of our Tennessee Tech community. Visit the [Health Services](#) website to learn more.

COVID-19 University Protocols

1. Each student must take personal responsibility for knowing and following the university's COVID-19 protocols. Students are expected to follow all COVID-19 directives published by Tennessee Tech on its official COVID-19 webpage: www.tntech.edu/covid19.
2. As conditions related to the pandemic change, the university's COVID-19 protocols are also likely to change. Students are expected to monitor the university's official COVID-19 webpage to stay up to date on all university COVID-19 protocols.
3. If the university's COVID-19 protocols include the wearing of face coverings inside campus facilities, then face coverings must be worn covering the mouth and nose. Protocols will apply to all vaccinated and unvaccinated individuals.
4. Students who refuse to comply with university protocols will be reported to the Tennessee Tech Dean of Students.
5. Students should direct all requests for excused class absences related to COVID-19 to Tennessee Tech's Health Services by following the student link at the following website: www.tntech.edu/covid19/report.php . The Office of Student Affairs will provide

notifications to faculty members of student absences and the expected length of the absence.

6. Students can get a COVID-19 vaccine on campus at Tech Health Services. Call ahead to schedule at (931) 372-3320. COVID-19 vaccines are given free of charge daily, as well as testing.
7. Per CDC guidelines, you are considered fully vaccinated:
 - Two weeks after your second dose in a 2-dose series, such as the Pfizer or Moderna vaccines, OR
 - Two weeks after a single-dose vaccine, such as Johnson & Johnson's Janssen vaccine

COURSE SCHEDULE - *DRAFT*

COUN 7610: Teaching in Counselor Education

Class	Date	Content	Assignments (due by class time)	Readings
1	8/25	Topics: <ul style="list-style-type: none"> • Introductions • Course requirements • Course grading policy 	Join CESNET	<i>Syllabus</i> McKeachie's Teaching Tips (Tips): Chap. 1
2	9/1	Counselor Education Identity	Teaching Perspectives Inventory http://www.teachingperspectives.com/tpi/	PREPARING THE EDUCATOR IN COUNSELOR EDUCATION (PECE): CHAP. 1
3 AC	9/8	Structure of Colleges and Universities <ul style="list-style-type: none"> • Structure • Shared Governance 	iLearn Training	https://www.aaup.org/
4	9/15	Teaching Philosophy	Teaching Philosophy Draft	PECE: Chap. 2 ACES Taskforce: Section 6
5	9/22	Ethics and Legal Issues	Teaching Philosophy Due	PECE: Chap. 3 Tips: Chap. 22
6	9/29	Multicultural and Social Justice Leadership Guest Speaker: Robert Owens, TTU Chief Diversity Officer		PECE: Chap. 4 Tips: Chap 12
7 AC	10/6	Classroom Engagement	Teaching Presentation One (F2F)	PECE: Chap. 5 Tips: Chaps. 5, 6, & 14
8	10/13	Acquisition of Knowledge and Skills	INDEX OF LEARNING STYLES QUESTIONNAIRE https://www.webtools.ncsu.edu/learningstyles/	PECE: Chap. 6

9	10/20	Teaching Across Settings & Using Creativity Guest Speaker: Chris Lawrence	Interview with Counselor Educator	PECE: Chap. 10 Tips: Chap. 15 Article 1: <i>Creating Creative Clinicians: Incorporating Creativity into Counselor Education</i> Article 2: <i>Creativity in Counselor Education: More than Case Studies</i>
10	10/27	Distance Learning Guest Speaker: Kyle Cook from the CITL		Tips: Chap. 17 Article: <i>Online Counselor Education: Creative Approaches and Best Practices in Online Learning Environments</i> ACES Taskforce: Section 5 – Online Teaching TBA
11	11/3	Curriculum Development	Teaching Presentation Two (Online Synchronous)	PECE: Chap. 7 Tips: Chaps. 2
12 AC	11/10	Evaluation – Assessment		PECE: Chap. 8 TBA
13	11/17	Evaluation – Rubrics	Justified Course Syllabus	Tips: Chaps. 7, 8, 9 & 10
14	11/24	Thanksgiving Break – No Class		
15	12/1	Gatekeeping	Teaching Presentation Three (Online Asynchronous)	PECE: Chap. 9
16	12/8	Mentoring & Conclusion		PECE: Chaps. 11 & 12 Tips: Chap. 13
17 Finals Week	12/10 - 15		Final Class Reflection	