

THE UNIVERSITY OF ALABAMA

Course Inventory

Date 8/28/17 Department ESPMU College Education

PROPOSAL TO OFFER A NEW COURSE, CHANGE AN EXISTING COURSE; OR DELETE AN EXISTING COURSE
(Please attach a copy of course syllabus for Office of Academic Affairs)

Course No. BCE 635

Add Change Inactivate

Type of modification:

Title Description _____ Credit hours

Type _____ Grade _____

Number Old _____
New BCE 635

Classification of Instructional Programs (CIP) # 13.1101

Title Teaching and Scholarship in Counselor Education

Short Title (30 characters or less) _____

FILL IN ALL REMAINING PARTS FOR A NEW COURSE, BUT MARK ONLY THE APPLICABLE PORTIONS FOR CHANGES TO AN EXISTING COURSE.

DESCRIPTION:

This course is designed for advanced counseling students who study teaching and scholarship in Counselor Education.

1. Credit Hours 3

2. Prerequisites limited to enrollment by doctoral students in Counselor Education.

3. Corequisites none

4. Cross Listed (Equivalent Courses) none
Cross listed courses refer to the same course offered at the same level by different departments at the same time in the same room.

5. Slash Listed (Equivalent Courses) _____

Slash listed courses refer to the courses offered by the same department at different levels.

.. Please note policy regarding slash listing of courses for undergraduate and graduate credit on reverse side of this page. Attach separate forms for graduate and undergraduate slash-listed courses, and ensure that the cata-log descriptions and course requirements reflect the graduate/undergraduate differentiation.

6. Mark one of the following course grading patterns:

(a) Letter grade

(b) Pass/fail

7. Indicate one of the following types of instruction:

(a) Seminar _____

(c) Independent Study _____

(e) Thesis/Dissertation _____

(g) Recitation/Discussion/Quiz _____

(i) Activity/Performance/Studio _____

(k) Research _____

(m) Blended _____

(b) Lecture

(d) Laboratory _____

(f) Field Experience _____

(h) Lecture/Laboratory _____

(j) Clinic _____

(l) Online _____

(n) Lec w/Recitation/
Discussion/Quiz _____

8. Attributes

(a) Service Learning _____

(b) Honors _____

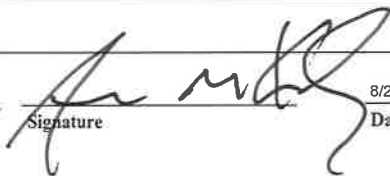
9. If this is a change for an existing course, indicate the nature of the change, and whether substantive changes have been made in either course content or requirements, and list programs that might be affected by the change.

n/a

10. Maximum Repeat: 0 (Total number of credit hours; not total number of times)

11. If the content of this course might overlap with other existing courses, describe your efforts to consult other departments about potential course duplication.

Department Head: Aaron Kuntz


Signature _____

8/28/17
Date _____

**COLLEGE OF EDUCATION
NEW COURSE PROPOSAL FORM**

COURSE NUMBER/NAME BCE 635 – Teaching and Scholarship in Counselor Education

- A. Complete the University of Alabama *Course Inventory* form and attach it as the cover page to this request.
- B. Attach a syllabus for the course which includes:
1. Course number, title and number of credit hours
 2. Catalog course description, including all prerequisites.
 3. Course goals and specific educational objectives for each major instructional unit.
 4. Required text(s) and/or readings.
 5. Description of required clinical experiences and assignments, if appropriate.
 6. Description of assignments.
 7. Number and nature of examinations, including policy for make-up tests.
 8. Grading procedures for tests and assignments.
 9. Procedures for determining final grades.
 10. Attendance policy.
 11. Policy on academic misconduct.
 12. Policy on reasonable accommodation.
 13. Course bibliography, if appropriate.
- C. Provide the following information for review by the Department Head.
1. Describe the rationale for the course.

→ This course meets new 2016 CACREP standards related Leadership and Advocacy which are critical to the development of a unified counseling professional identity.
 2. Name the proposer of the course and any other faculty who are qualified to teach the course. Describe any specific qualifications and capabilities an individual must have to teach this course.

→ Proposer: Joy Burnham
For individuals to teach this course, they must (a) hold a doctoral degree in counselor education and supervision (preferred graduates from CACREP accredited programs); or (b) hold a doctoral degree in counseling related fields with a strong professional identity in counseling
 3. Indicate the programs(s) of study, majors (s), and/or minors, or other general curriculum in which this course will be included.

→ This course will be a required course to be added in the study plan for Ph.D. in Counselor Education and Supervision

4. Indicate how frequently and during which semesters the class will be offered.

→At least every other year

5. If a fee will be charged for the course, indicate the amount of the fee and describe how the fee will be used.

→No fee will be charged

6. Describe the system of evaluation that will be used to determine whether the course should continue to be offered in the future. Discuss the types of data that will be collected and the procedures that will be used to determine the effectiveness of the course.

→This is a required course, so there is no foreseeable reason to discontinue this course. However, the results of student course evaluation (i.e., Student Opinions of Instruction) will be examined to identify areas that need to be modified, such as course content, assignments, etc.

D. Provide the following information for review by the Department Head and the Dean:

1. Describe the resources that will be needed to support the course (e.g., allocation of faculty, space, equipment, library materials, computers, travel, consultant honoraria, and/or other needs). Also, indicate how these needs will be met (e.g., course deletion and reallocation of faculty load).

→For the in-class course

Resources needed:

(a) An instructor to teach this course

(b) Classroom to teach the course

How needs will be met:

(a) Assign qualified instructor to teach this course

(b) Provide a classroom either in Graves hall or Carmichael

RECOMMEND FOR APPROVAL:


Department Head

(date)

E. Provide the following information for review by the Curriculum Committee:

1. New Course Proposal Form with required signatures
2. List other courses, if any, which duplicate content to be covered in the proposed course and describe discussion with the faculty in the units offering those courses regarding the need for/appropriateness of the course duplication.

→There is no duplication.
3. Describe the impact this course will have on other courses and programs of study (e.g., enrollments, course substitutions, course deletions, and total program hours).

→There is no foreseeable impact on other courses and programs of study
4. If the course will be cross-listed with another department, attach a written statement from the appropriate department/area head(s) that the materials submitted are required by all departments/areas involved in teaching the course.

→N/A
5. Describe how this course will meet specific curricular requirements in the College (e.g., infusion of multiculturalism across the curriculum, inclusion of special needs across the curriculum).

→N/A

RECOMMEND FOR APPROVAL: Angela O. Benson 10/30/17
Chair, Curriculum Committee (date)

APPROVED _____
Dean (date)

COURSE SYLLABUS

BCE 635: Teaching and Scholarship in Counselor Education

Spring 2019

Department: Educational Studies	Instructor: Joy J. Burnham, Ph.D.
Program: Counselor Education	Office Hours: posted
Course: Teaching and Scholarship in Counselor Education	Office Phone: 205-348-2302
Course Number: BCE 635	E-mail: jburnham@ua.edu
Credit Hours: 3.0	Fax: 205-348-7584

MISSION OF THE COLLEGE OF EDUCATION

Our mission at the Capstone College of Education is to be a leader in Alabama and across the nation in teaching, scholarship, advocacy, and service by developing professionals with pedagogic and disciplinary expertise who advance the intellectual and social conditions of all learners in a globalized society.

VISION OF THE COLLEGE OF EDUCATION

The vision of the College of Education (COE) at The University of Alabama is to develop effective, ethical, and reflective professionals who advance the theme of the COE: Unite, Act, and Lead (UA Leads). This theme undergirds the four overarching ideals of the COE: Ideals of Fairness and Equity, Reflective Stance for Professional Practice, a Commitment to Diversity, and a Culture of Collaboration. The fulfillment of these ideals calls for a commitment to academic excellence and advocacy through active engagement with shifting social and cultural contexts and advanced technological developments that shape the construction, interpretation, and dissemination of knowledge.

The COE will continue to develop professionals who meet the needs of all learners that may arise from differences in race, social class, language, gender, sexual orientation, gender identity, health, ability, and religious and political affiliations. By engaging in theoretically informed and intellectually advanced advocacy and effective practice our graduates will **UNITE** with the larger community to collaboratively nurture cultural competence, empathy, and a vision of equity and justice for all learners; **ACT** to develop the full potential of all learners to be excellent professionals in their fields; and **LEAD** through continuous research-based critical inquiry of policy and reflective practice to enable transformative change in our diverse local and global communities.



Through excellence in teaching, scholarship, advocacy, and service the COE will facilitate visibility and voice of education leaders beyond the classroom in support of democracy and social justice for all learners in our global society.

DISPOSITIONS

We strive to create programs that emphasize Fairness and Equity, Reflective Stance for Professional Practice, a Commitment to Diversity, and a Culture of Collaboration.

PREREQUISITES

This course is limited to enrollment by doctoral students in Counselor Education.

COURSE DESCRIPTION

This course is designed for advanced students who wish to examine teaching and scholarship in Counselor Education. Selected philosophical, educational, scholarship, and cultural issues in applied and educational settings will be discussed.

REQUIRED TEXTS

Boice, R. (2000). *Advice for new faculty members*. Boston: Allyn and Bacon.

McKeachie, W. (1999). *Teaching tips: Strategies, research, and theory for college and university Teachers*. Boston: Houghton-Mifflin.

Other materials secured from websites and handouts (see Blackboard)

COURSE OBJECTIVES

Students will examine teaching in Counselor Education.

Students will examine scholarship in Counselor Education.

STUDENT LEARNING OUTCOMES

CACREP 2016 DOCTORAL LEARNING OUTCOMES

The objectives of the course include the following:

3. TEACHING

- a. roles and responsibilities related to educating counselors
- b. pedagogy and teaching methods relevant to counselor education
- c. models of adult development and learning

- d. instructional and curriculum design, delivery, and evaluation methods relevant to counselor education
- e. effective approaches for online instruction
- f. screening, remediation, and gatekeeping functions relevant to teaching
- g. assessment of learning
- h. ethical and culturally relevant strategies used in counselor preparation
- i. the role of mentoring in counselor education

4. SCHOLARSHIP

- g. research questions appropriate for professional research and publication
- h. professional writing for journal and newsletter publication
- i. professional conference proposal preparation
- j. design and evaluation of research proposals for a human subjects/institutional review board review
- k. grant proposals and other sources of funding
- l. ethical and culturally relevant strategies for conducting research

OTHER COURSE MATERIALS

Please access the CACREP Standards for Accreditation (2016), with special emphasis on the following sections (website:<http://www.counseling.org/site/PageServer?pagename=cacrep>):

- Clinical standards
- Master's-level track (e.g., School Counseling, Clinical Mental Health Counseling, Rehabilitation)
- Doctoral Standards

Please access the ACA website and examine the mission and purpose statements for our professional group (website: www.counseling.org – go to “About ACA”)

Please examine the ACES “Technical Competencies for Counselor Education Students” (website: <http://www.acesonline.net/documents.htm>)

LIVETEXT SUBMISSIONS FOR CACREP-ACCREDITED TRACKS

Students in the Clinical Mental Health Counseling, Rehabilitation, and School Counseling, and Counselor Education and Supervision (Doctoral) tracks have dual-submission expectations for all CACREP-affiliated classes. Students will be expected to: (1) turn in all assignments as directed by faculty, per course syllabi; and, (2) upload specific coursework from CACREP-affiliated courses to LiveText - the data management system used to track all CACREP Standards by the date designated by faculty. Failure to submit assignments to faculty or to upload graded rubrics to LiveText will lead to a grade of “incomplete” for the student’s final

grade.

OUTLINE OF TOPICS

TENTATIVE COURSE SCHEDULE AND CLASS MEETING PLANS

Prior to Class Meeting 1:

- Obtain Text through UA Academic Publishing
- Review Course Syllabus

Class Meeting 1 – “Course Overview, Logistical, and Foundational Matters”

- Overview of Course
- Assignments and Graded Activities
 - o Class Assignments
 - Student Recruitment Policy (% Note)
 - Interviews with Educators (% Note)
 - Simulated Student Evaluation Meeting
 - o Individual Student Assignments
 - Terminology/Principle Summaries
 - Philosophical Terms/Principles
 - Multicultural Terms/Principles
 - Educational Terms/Principles
 - Student Reflections
 - Focused Class Discussions
 - Syllabus Preparation
 - Guest Lecturer (Instructor’s Preapproval)
- Power Points or Handouts re:
 - o Counseling Tenets
 - o Counselor Identity
 - o Accreditation
 - o Issues In Higher Education
- Other

Prior to Class Meeting 2

- **Submit Student Assignment A to Instructor**
- Complete Assigned Readings for Class 2:

American Counseling Association: Mission Statement – www.counseling.org

ACA Code of Ethics – www.counseling.org

2009 CACREP Standards and Proposed 2016 Revisions – www.cacrep.org

Auxier, C.R., Hughes, F.R., & Kline, W.B. (2003). Identity development in counselors-in-training. *Counselor Education and Supervision*, 43, 25-38.

McGlothlin, J. M., & Davis, T.E. (2004). Perceived benefit of CACREP (2001) core curriculum standards. *Counselor Education and Supervision*, 43, 274-285.

Sexton, T.L. (1998). Reconstructing counselor education: Supervision, teaching, and clinical training revisited. *Counselor Education and Supervision*, 38, 2-5.

Class Meeting 2 – “Philosophical Considerations in Counselor Education”

- Address Concerns from Class Meeting 1
 - Discuss Reading & Philosophical Framework for CE&S
 - Discuss ACA Code of Ethics re: Education and Supervision
 - Discuss CACREP Standards – 2009
 - Discuss Proposed CACREP Standard Revisions - 2016
 - Discuss Student Assignment A
 - Examine Class Topic re: Reflection 1 and FCD 1
 - Class Planning Discussions - Class Assignments A & B
 - o Student Recruitment Policy (% Note)
 - o Interviews with Counselor Educators (% Note)
 - Other
-

Prior to Class Meeting 3

- **Submit Student Assignment B to Instructor**
- Complete Assigned Reading for Class 3:

King, J. H. (2011). Three paradoxes of the counseling social justice movement. *Counseling Today*, 54(3), 46.

Stadler, H. A., Suhyun, S., Cobia, D. C., Middleton, R. A., & Carney, J. A. (2006). Reimagining counselor education with diversity as a core value. *Counselor Education and Supervision*, 45, 193-206.

Ober, A. M., Granello, D. G., & Henfield, M. S. (2009). A synergistic model to Enhance multicultural competence in supervision. *Counselor Education and Supervision*, 48, 204-221.

Smith, S. D., Ng, K., Brinson, J., & Mityagin, E. (2008). Multiculturalism, diversity,

and social advocacy: A 17-year content analysis of *Counselor Education and Supervision*. *Counselor Education and Supervision*, 47, 249-263.

Class Meeting 3 - "Multicultural Considerations in Counselor Education"

- Address Concerns from Class Meeting 2
 - Discuss Reading & Multicultural Framework for CE&S
 - Discuss Student Assignment B
 - Examine Class Topic re: Reflection 2 and FCD 2
 - Class Planning Discussions - Class Assignments A & B
 - o Student Recruitment Policy
 - o Interviews with Counselor Educators
 - Other
-

Prior to Class Meeting 4:

- **Submit Student Assignment C**
- Complete Assigned Reading for Class 4:

Fong, M. L. (1998). Considerations of a counseling pedagogy. *Counselor Education and Supervision*, 38, 106-112.

Granello, D.H. (2000). Encouraging the cognitive development of supervisees: Using Bloom's taxonomy in supervision. *Counselor Education and Supervision*, 40, 31-46.

Granello, D. H. (2001). Promoting cognitive complexity in graduate written work: Using Bloom's taxonomy as a pedagogical tool to improve literature reviews. *Counselor Education and Supervision*, 40, 292-307.

Magnuson, S., Wilcoxon, S. A., & Norem, K. (2000). A profile of lousy supervision: Experienced counselors' perceptions. *Counselor Education and Supervision*, 40, 199-202.

McAdams III, C. R., & Wyatt, K. (2010). The regulation of technology-assisted distance counseling and supervision in the United States: An analysis of current extent, trends, and implications. *Counselor Education & Supervision*, 49(3), 179-192.

Nelson, M. L., & Neufeldt, S. A. (1998). The pedagogy of counseling: A critical examination. *Counselor Education and Supervision*, 38, 70-87.

Sexton, T. L (1998). Reconstructing counselor education: Issues of our pedagogical foundation. *Counselor Education and Supervision*, 38, 66-69.

Class Meeting 4 - “Educational/Pedagogical Considerations in Counselor Education”

- Address Concerns from Class Meeting 3
- Discuss Reading & Educational Framework for CE&S
- Discuss Student Assignment C
- Examine Class Topic re: Reflection 3 and FCD 3

- Discuss Class Assignment A
- Discuss Class Assignment B

- Class Planning Discussion – Class Assignment C (Simulated Student Evaluation Meeting)

- Class Discussion – Student Assignments D & E
 - o Syllabus Preparation for a Graduate Course
 - o Guest Lecturer
 - o Other

Prior to Class Meeting 5:

- Complete All Tasks Related to Class Assignment A
- Complete All Tasks Related to Class Assignment B

- **Submit Class Assignment A (% Note)**
- **Submit Class Assignment B (% Note)**

- **Post Student Reflection A**
- Review Peers’ Posting of Student Reflection A

- **Post Student Reflection B**
- Review Peers’ Posting of Student Reflection B

- **Post Student Reflection C**
- Review Peers’ Posting of Student Reflection C

- Prepare for FCDs #1 - #3

Class Meeting 5 – Class Dialogue Day #1 – Synthesis & Scaffolding: Conceptual Foundations

- Address Concerns from Class Meeting 4

- ***Focused Class Discussion #1** – Philosophical Foundations of Counselor Education AND Initiatives of ACA and CACREP re: Philosophical Foundations, Counselor Identity, and Graduate Training Programs
- ***Focused Class Discussion #2** – Multicultural Foundations of Counselor Education as Context for Current Social, Topical, and Political Issues
- ***Focused Class Discussion #3** - Current Legal, Ethical, and Multicultural Issues Affecting Counselor Preparation Programs

*Note Any Insights from Class Assignment A or B in this FCD

- Follow-up on Class Assignment A
- Follow-up on Class Assignment B
- Class Planning Discussion – Class Assignment C (Simulated Student Evaluation Meeting)
- Class Discussion – Student Assignments D & E
 - o Syllabus Preparation for a Graduate Course
 - o Guest Lecturer
 - o Other

Prior to Class Meeting 6:

- **Post Student Reflection D**
- Review Peers' Posting of Student Reflection D
- Review Requirements for Student Reflection E
- Develop and Distribute a *Lecture Plan for Student Assignment E*
- Assigned Reading for Class 6:

Leverett-Main, S. (2004). Program directors' perceptions of admission screening measures and indicators of student success. *Counselor Education and Supervision*, 43, 207-219.

Kress, V. E., & Protivnak, J. J. (2009). Professional development plans to remedy problematic counseling student behaviors. *Counselor Education and Supervision*, 48, 154-166.

McAdams III, C. R., Foster, V. A., & Ward, T. J. (2007). Remediation and dismissal policies in counselor education: Lessons learned from a challenge in federal court. *Counselor Education and Supervision*, 46, 212-229.

McAdams III, C. R., & Foster, V. A. (2007). A guide to Just and fair remediation of counseling students with professional performance deficiencies. *Counselor Education and Supervision*, 47, 2-13.

Prieto, L. R. (1998). Practicum class supervision in CACREP-accredited Counselor training programs: A national survey. *Counselor Education and Supervision*, 38, 113-123.

Class Meeting 6 – Class Dialogue Day #2 – Faculty Gate-Keeping: Education and Evaluation

- Address Concerns from Class Meeting 5
 - Discuss Student Reflection D
 - Examine/Consider *Lecture Plan for Student Assignment E*
 - Discuss Reading for Class Meeting 6
 - Prepare for Class Assignment C
-

Class Meeting 7 – “Simulated Student Evaluation Meeting and Related Faculty Duties”

- Address Concerns from Class Meeting 6
 - **Conduct Class Assignment C** (with debriefing)
 - Other
-

Prior to Class Meeting 8

- **Submit Student Assignment D**
 - Prepare for FCDs #4 & #5
-

Class Meeting 8 – Pre-Lecture

- **Focused Class Discussion #4** – Educational Concerns Regarding Student Recruitment/Retention, Observations by Established Counselor Educators,

- **Focused Class Discussion #5** – Lecture Plan, Philosophy of Education and Learning, and Faculty Gate-Keeping in a Graduate Program
- Discussion of Student Assignment D
- Ideas about Student Reflection E – “My Philosophy on Education and Learning”
- Other

Prior to Class Meeting 9

- Prepare for FCD #6
- Assigned Reading for Class 9:

Borders, L. D., Young, J. S., Wester, K. L., Murray, C. E., Villalba, J. A., Lewis, T. F., & Mobley, A. K. (2011). Mentoring promotion/tenure-seeking faculty: Principles of good practice within a counselor education program. *Counselor Education and Supervision, 50*, 171-188.

Leinbaugh, T., Hazler, R.J., Bradley, C., & Hill, N.R. (2003). Factors influencing counselor educators’ subjective sense of well-being. *Counselor Education and Supervision, 43*, 52-64.

Magnuson, S., Norem, K., & Wilcoxon, S.A. (2003). Career paths of professional leaders in counseling: Paths, opportunities, and happenstance. *Journal of Humanistic Education and Development, 42(1)*, 42-52.

Niles, S.G., Akos, P., & Cutler, H. (2001). Counselor educators’ strategies for success. *Counselor Education and Supervision, 40*, 276-307.

Protivnak, J. J., & Foss, L. L. (2009). An exploration of themes that influence the counselor education doctoral student experience. *Counselor Education & Supervision, 48(4)*, 239-256.

Warnke, M.A., Bethany, R.L., Hedstrom, S.M. (1999). Advising doctoral students seeking counselor education faculty positions. *Counselor Education and Supervision, 38*, 177-190.

Class Meeting 9 – “Teaching and Career Development as a Counselor Educator”

- Address Concerns from Class Meeting 5
- Power Point and Handouts

- CV Preparation
- The Job Search
- **Focused Class Discussion #6** – From Tedium and Syllabus Development to ‘The Long View’ as Career Educator
- Other

Prior to Class Meeting 10

- **Post Student Reflection E**
- Review Peers’ Posting of Student Reflection E

Significant Deadline: ALL uploads to Total Counseling MUST be up-to-date by 6:00pm on _____ (first 2/3 of class) and ___ (final 1/3 of class). Incomplete uploads will yield loss of two points per day per missing document (including weekends).

- Assigned Reading for Class 10:

Black, L. L., & Helm, H. M. (2010). Defining moments: The golden anniversary of Counselor Education and Supervision. *Counselor Education And Supervision*, 50(1), 2-4.

Crockett, S. A., Byrd, R., Erford, B. T., & Hays, D. G. (2010). Counselor Education and Supervision golden anniversary publication pattern review: Author and article characteristics from 1985 to 2009. *Counselor Education & Supervision*, 50(1), 5-20.

Granello, D. H. (2007). Publishing quantitative manuscripts in *Counselor Education and Supervision*: General guidelines and expectations. *Counselor Education and Supervision*, 47, 66-75.

Kline, W. B. (2008). Developing and submitting credible qualitative manuscripts. *Counselor Education and Supervision*, 47, 210-217.

Lambie, G. W., & Vaccaro, N. (2011). Doctoral counselor education students' levels of research self-efficacy, perceptions of the research training environment, and interest in research. *Counselor Education & Supervision*, 50(4), 243-258.

Minton, C. A. B., Fernando, D. M., & Ray, D. C. (2008). Ten years of peer-reviewed articles in counselor education: Where, what, who? *Counselor Education and Supervision*, 48, 133-143.

Ramsey, M., Cavallaro, M., & Zila, L. (2002). Scholarly productivity redefined in counselor education. *Counselor Education and Supervision*, 42, 40-57.

Wilcoxon, S.A. (1998). Successful submission for publications: Notions and

suggestions. *The Alabama Counseling Association Journal*, 23(2), 6-19.

Class Meeting 10 – “Writing for Publication: The Capital of Academic Security and Energy”

- “Publish or Perish” vs. “Write or Wither” – The Convergence of Philosophy and Necessity
 - Discussion of Student Assignment E
 - Other
-

Prior to Class Meeting 11

- **Complete Student Assignment E**
 - Prepare for FCD #7 and #8
-

Class Meeting 11 – Post-Lecture and Final Class Meeting

- Discussion of Student Assignment E
 - **Focused Class Discussion #7** – My Experiences, Regrets, Insights, and Emerging Competence as an Educator
 - **Focused Class Discussion #8** – My Emerging Professional Identity and Competency as a Counselor Educator and Supervisor
-

Significant Deadline: ALL uploads to Total Counseling MUST be up-to-date by 6:00pm on ____ (first 2/3 of class) and ____ (final 1/3 of class). Incomplete uploads will yield loss of two points per day per missing document (including weekends).

INCOMPLETE UPLOADS = INCOMPLETE GRADE

EXAMS AND ASSIGNMENTS

These assignments are designed to be collaborative efforts involving all members of the class. In some ways, these activities will allow students to experience aspects of faculty cooperation in an academic program. *NOTE: Include Contribution Percentage of Each Team Member for Assignments A, B1, & B2.*

Class Assignment A – Recruitment Policy

The class is to write a policy about how you would insure an inclusive recruitment and retention of qualified under-represented students/employees in your academic program, school, or agency. In this policy, you are to offer an overview rationale concerning your value of under-represented persons along with the mechanisms for executing this policy. The results of your work should be submitted to the instructor by the deadline noted in the syllabus. *Please be sure to list the percentage contribution of each team member to the interviews. Good Luck!*

Class Assignment B – Interviews with Counselor Educators

The class is to identify at least two (2) counselor educators outside the state of Alabama to arrange a conference call or other means of interview involving their experience as a counselor educator. The interview is to be conducted as a conference call. The speakerphone of the course instructor will be made available for a scheduled interview time. *Be sure to verify the following initial prior to the interview:*

1. The interviewee identifies himself/herself as a “counselor educator.”
2. The interviewee is fully apprised of the nature of the course assignment and will agree to participate.
3. The interviewee is *not* inconvenienced by the interview.
4. The interviewee’s desires about anonymity are respected and guarded.

The interview should be semi-structured but should address at least the following elements:

1. The interviewee’s historical involvement in the profession.
2. The interviewee’s experience as a counselor educator.
3. The interviewee’s views on the major roles, responsibilities, and activities of counselor educators.
4. The interviewee’s personal philosophy of teaching and learning as a counselor educator.
5. The interviewee’s understanding about ethical, legal, and multicultural issues associated with counselor preparation training.
6. The interviewee’s views about the current topical and political issues in counseling and how they affect the daily work of counselors and the counseling profession..
7. The interviewee’s ideas about the present and future concerns about the field.
8. The interviewee’s thoughts on the best remedies for present and future concerns.
9. Any other items the interviewee wishes to share.

The interviewee’s identity *must* remain confidential unless he/she wishes to allow such disclosures. Your findings from the interview are to be shared with all other members of the class, so your *initial* duty is to develop this summary, supply it to the interviewee for review and approval, and then revise as needed. The results of your work should be submitted to the course instructor by the deadline noted in the syllabus. *Please be sure to list the percentage contribution of each team member to the interviews. Good Luck!*

Class Assignment C – Simulated Student Evaluation Meeting

The class is to engage in a simulated faculty meeting (with course instructor) related to student evaluation and remedial planning. Mock examples of student performance profiles will be discussed during this simulated activity. The class will utilize the student evaluation rubric as well as the remedial plan featured in the Counselor Education Student Handbook (see online). This assignment will be graded as a **Simulated Team Activity** in Class Meeting #7. A Focused Class discussion for this assignment will be held in Class Meeting #8.

STUDENT ASSIGNMENTS

To be completed by each student by the *deadlines noted on PAGE 7 of the syllabus*.

Assignment A – Terms Associated with Philosophical Foundations of Counselor Education:

The following is an array of terms that are critical for successfully understanding and discussing the philosophical underpinnings of the field of counselor education. Please examine these terms, offer definitions and a brief discussion/commentary about their relevance for our field, and supply the sources of your information in APA form. Your work should be distributed to all members of the class by the submission date. A Focused Class Discussion for this topic is scheduled for Class Meeting #5.

Epistemology	Functionalism	Developmentalist
Empiricism	Social Exchange Theory	Scientist-Practitioner
Phenomenology	Cognitive Schema	Scientist-Educator
Constructivism	Hypothesis Testing	
Feminist Theory	Humanism	

Assignment B – Terms Associated with Multicultural Foundations of Counselor Education:

The following is an array of terms that are critical for successfully understanding and discussing the multicultural underpinnings of the field of counselor education. Please examine these terms, offer definitions and a brief discussion/commentary about their relevance for our field, and supply the sources of your information in APA form. Your work should be distributed to all members of the class by the submission date. A Focused Class Discussion for this topic is scheduled for Class Meeting #5.

ONLY PROFESSIONAL SOURCES; NO “GOOGLE” OR “WEBSTER’S” REFERENCES HERE.

Cultural Identity (models)	Etic
Cultural Encapsulation	Emic
Ethnicity	Racism (forms)
Worldview	Insular Individualism
White Guilt	Pseudospeciation

Assignment C – Terms Associated with Educational Foundations of Counselor Education:

The following is an array of terms that are critical for successfully understanding and discussing the educational underpinnings of the field of counselor education. Please examine these terms, offer definitions and a brief discussion/commentary about their relevance for our field, and supply the sources of your information in APA form. Your work should be distributed to all members of the class by the submission

date. A Focused Class Discussion for this topic is scheduled for Class Meeting #5.

Pedagogy	Mentor/ship	Academic Freedom
Bloom's/Taxonomy	Protégé	Academic Grievance
Instructional Methodology	Academic Aptitude	Disability Accommodation
Didactic Course	Prerequisite	
Experiential Course	Corequisite	

Assignment D – Syllabus Preparation for a Course in Counselor Education:

Assume you are a faculty charged with developing, delivering, and evaluating a course. Specifically, how would you set up a master's-level practicum? What sources of data would you need to know/have about the students, the practice site, the clients served, remediation of problem students (including those asked to be dismissed or withdrawn), supervision procedures, documentation & security procedures, HIPAA, disability accommodations, and other aspects of the course. Develop a syllabus for this course, emphasizing the course objectives, methods of instruction, course assignments, evaluation criteria, and related academic matters for the course. *Do not duplicate an existing syllabus for a class.* Be sure to attend to the pedagogical concerns for the group supervision in this course as well as means of promoting multicultural awareness and social sensitivity within the course content.

Assignment E – Guest Lecture

Students will select a topic and date for a guest lecture in a graduate counseling course. Students will develop a lecture plan, Power Point presentation, and other instructional materials for distribution to “their students” in advance of their scheduled guest lecture. Arrangements for *recording* the Guest Lecture MUST be made by the student and approved by the instructor of THIS course as well as the instructor in the GUEST LECTURE course. Unrecorded Guest Lectures will require this assignment to be repeated. Also, see notation “Prior to Class Meeting 6” concerning a distributed Lecture Plan.

STUDENT REFLECTIONS

NOTE: Please be sure **EVERY** document you develop for **EVERY** assignment is provided to all class members and the class instructor via e-mail distribution by the deadline for the assignment.

Reflection A: Review the ACA and ACES websites concerning counselor education and supervision. Discuss your understanding of the major roles, responsibilities, and activities of counselor educators. How do they differ from practitioners? How are they related to the mission of ACA and ACES in terms of *our* obligations as educators, supervisors, and researchers? What is your understanding of the gate-keeping function of counselor educators? What, if any, difficulties do you have with this duty?

Reflection B: Discuss your understanding of the current social, topical, and political issues affecting the counseling profession. How those issues affect the work of counselor educators and the counseling profession? What would you recommend as actions, efforts, and agendas to address these issues?

Reflection C: Discuss your understanding of the current legal, ethical, and multicultural issues affecting counselor preparation training. What would you recommend as actions, efforts, and agendas to address these issues? What institutional obstacles would affect these efforts? What professional obstacles would affect these efforts?

Reflection D: Discuss your views on instructional theory and methods relevant to counselor education. What do you feel is *essential* in these methodologies? What do you feel is *missing* from these methodologies? What has been most *beneficial* in your own development as a counselor?

Reflection E: One of the objectives for this course is each student’s development of a “Personal Philosophy of Teaching and Learning.” This activity is intentional. Otherwise, we impose a structure through default. Without being *intentional* for such activities, we *impose* a structure that can be incomplete, biased, or even harmful in learner development. Lecture, reading, discussion, and demonstration experiences in our course will assist in your efforts to identify your philosophy as an educator and supervisor. At minimum, your formalized statement should address the following dimensions (as margin headings);

- (a) philosophical foundations,
- (b) essential outcomes of *knowledge* and *skills* for students,
- (c) developmental readiness and curricular scaffolding,
- (d) instructor structure and learner initiative,
- (e) methods of delivery,
- (f) methods of evaluation, and
- (g) *your role* in each of these dimensions.

For this “Reflection” you need only use bullet points under these margin headings. However, comprehensive and thoughtful effort for this reflection is essential. Good luck.

FOCUSED CLASS DISCUSSIONS

Focused Class Discussions will be featured frequently throughout the course. These discussions are *formal evaluations* of each student during the discussion of specific topics or activities in the class. Focused Class Discussions emphasize specific knowledge, integrative commentary, and application for the topic. They are not simply meandering conversations or chats and they are guided by the grading rubric for Focused Class Discussions.

See Tentative Calendar (below) for all assignments and due dates. There are no exams in BCE 525.

GRADING POLICY

See Tentative Calendar (below) for all assignments and due dates. Grades are posted in Blackboard Learn (see Grades)

- A= 90 -100
- B = 80-90
- C = 70-80

POINTS AND EVALUATION FOR GRADED REQUIREMENTS

Graded Activity		Total Points & Assignments
Class Assignment A	- 75 points	- 75 points
Class Assignment B	- 100 points per interview	- 200 points
Class Assignment C	- 75 points	- 75 points
Student Assignments A – C	- 75 points per activity	- 225 points

Student Assignment D	- 100 points	- 100 points
Student Assignment E	- 125 points	- 125 points
Student Reflections A – D	- 75 points per activity	- 200 points
Student Reflection E	- 125 points	- 100 points
Focused Class Discussions (8)	- 50 points per discussion	- 400 points
		Total Points Possible - 1500 points

Grading Scale

A -	1500 -1350 points	D -	1049 – 900 points
B -	1349 –1200 points	F -	899 – 0 points
C -	1199 – 1050 points		

Graded Class/Student Assignments (“Submitted” by 8:00am; “Conducted” in Class)

Class Assignments

- A - Submitted by ___
- B1 - Submitted by ___
- B2 - Submitted by ___
- C - Conducted on _____

Student Assignments

- A - Submitted by ___
- B - Submitted by ___
- C - Submitted by ___
- D - Submitted by ___
- E - Submitted by ___4/20/14_____

Student Reflections

- A - Submitted by ___
- B - Submitted by ___
- C - Submitted by ___
- D - Submitted by ___
- E - Submitted by ___

Focused Class Discussions

- 1 - Conducted on _____
- 2 - Conducted on _____

- 3 - Conducted on _____
- 4 - Conducted on _____
- 5 - Conducted on _____
- 6 - Conducted on _____
- 7 - Conducted on _____
- 8 - Conducted on _____

POLICY FOR MISSED EXAMS AND COURSEWORK.

Significant Deadline: ALL uploads to Live Text MUST be up-to-date by 6:00pm on _____ (first 2/3 of class) and _____ (final 1/3 of class). Incomplete uploads will yield loss of two points per day per missing document (including weekends).

ATTENDANCE POLICY

In conjunction with the stipulations from the University Handbook, there shall be a formal policy with regard to attendance for this course. It is expected that students enrolled in this course shall attend regularly scheduled meetings. Students are not expected but are encouraged to attend class activities that are held on an optional or voluntary basis (e.g., review sessions). If an absence is anticipated, students may secure excused absences by contacting the instructor prior to the class meeting that is to be missed. If an absence is unanticipated, students may secure an excuse from course instructor within one week of the absence. Students accruing an unexcused absentee rate of greater than 30% of the total class meetings shall be assessed a penalty of 10 points from their final point total for the semester/term with an additional 5-point penalty for each unexcused absence accrued thereafter.

STATEMENT ON ACADEMIC MISCONDUCT

- Students are expected to be familiar with and adhere to the official Code of Academic Conduct provided in the Online Catalog (<https://catalog.ua.edu>).
- “All students in attendance at The University of Alabama are expected to be honorable and observe standards of conduct appropriate to a community of scholars. Academic misconduct by students includes all acts of dishonesty in any academically related matter and any knowing or intentional help or attempt to help, or conspiracy to help, another student commit an act of academic dishonesty. Academic dishonesty includes, but is not limited to, the following acts, when performed in any type of academic or academically related matter, exercise or activity:
 - Cheating: Using or attempting to use unauthorized materials, information, study aids or computer-related information.
 - Plagiarism: Representing the words, data, works, ideas, computer programs or output, or anything not generated in an authorized fashion, as one's own.
 - Fabrication: Presenting as genuine, any invented or falsified citation or material.
 - Misrepresentation: Falsifying, altering or misstating the contents of documents or other materials related to academic matters, including schedules, prerequisites and transcripts.”

STATEMENT ON DISABILITY ACCOMMODATIONS

Contact the Office of Disability Services (ODS) as detailed in the Online Catalog.

The Office of Disability Services (ODS) is the central contact point for UA students with disabilities. The goal of ODS is to ensure that University programs and services are accessible to qualified students with disabilities. For student who may require their services more information is available at <http://ods.ua.edu>. ODS is located at 1000 Houser Hall and their phone number is 348-4285 (voice) or 348-3081 (TTY).

SEVERE WEATHER PROTOCOL

Please see the latest [Severe Weather Guidelines](https://ready.ua.edu/severe-weather-guidelines/) in the Online Catalog. The link for the Severe Weather Guidelines is <https://ready.ua.edu/severe-weather-guidelines/>

UACT STATEMENT

The [UAct website](https://www.ua.edu/campuslife/uact/) provides an overview of The University's expectations regarding respect and civility. The website link is <https://www.ua.edu/campuslife/uact/>

The University of Alabama respects the religious diversity of our academic community and recognizes the important of religious hold days and observances in the lives of our community members. For more information, please go to <http://provost.ua.edu/religious-observances.html>

STATEMENT ON ACADEMIC WORK DUPLICATION

Any submission of academic work designed to meet the requirements of a particular credit-bearing course is assumed to be work completed for that course and only that course; the same material submission, or material that is substantially similar, may not be used to meet the requirements of another course. Any violation of this rule may result in a referral to the Associate Dean for Student Services and Certification for disciplinary action.

ELASTICITY STATEMENT

Students will be given timely notice of any changes in the syllabus. Any special considerations (e.g., opportunities to earn extra credit) offered to a student shall be available to all students in the class. *Adapted from The University of Alabama Faculty Handbook and Office of Academic Affairs*

RUBRICS

Class Assignment A - Simulated Class Team Activity

Circumstance/Scenario: Minority Student Recruitment Policy

Student: _____

<u>Evaluation Categories</u>	<u>Scale (mastery => 3 pts)</u>
Decision/Solution Grounded in Knowledge of Critical Variables Associated with Circumstance/Scenario	1 2 3 4 5
Decision/Solution Grounded in Awareness of Potential Risks And Benefits Associated with Circumstance/Scenario	1 2 3 4 5
Discussion/Solution Demonstrated Appropriate Use of Terminology Associated with Circumstance/Scenario	1 2 3 4 5
Discussion/Solution Articulated Understanding of Precedents Associated with Circumstance/Scenario	1 2 3 4 5
Discussion/Solution Articulated Synthesis of Research and Clinical Practices Associated with Circumstance/Scenario	1 2 3 4 5
Discussion/Solution Represented a Collective Team Effort to Address Circumstance/Scenario	1 2 3 4 5
Discussion/Solution Demonstrated Understanding of Relevant Ethical, Legal, or Professional Issues Associated with Circumstance/Scenario	1 2 3 4 5
Discussion/Solution Demonstrated Understanding of Relevant Social, Multicultural, or Systemic Issues Associated with Circumstance/Scenario	1 2 3 4 5
Discussion/Solution Demonstrated Understanding of Possible Applications of Technology to Address Circumstance/Scenario	1 2 3 4 5
Discussion/Solution Demonstrated Understanding of Institutional, Social, or Personal Obstacles/Barriers Potentially Applicable to	

Circumstance/Scenario 1 2 3 4 5

Discussion/Solution Demonstrated Understanding of Mandatory Obligations, including Job Description/Assignments, Applicable to Circumstance/Scenario 1 2 3 4 5

Team Discussion/Solution to Circumstance/Scenario Appears to Have a Reasonable Chance of Success 1 2 3 4 5

Team Discussion/Solution to Circumstance/Scenario has a Clear Sequence of Tasks 1 2 3 4 5

Team Discussion/Solution to Circumstance/Scenario Appears to Have Reasonable Alternatives if Initial Plan is Unsuccessful 1 2 3 4 5

All Student Team Members are Actively Engaged in Report of Team Decisions/Solutions for Circumstance/Scenario 1 2 3 4 5

TOTAL SCORE FOR SIMULATED TEAM ACTIVITY ON TOPIC: _____/75 pts

Student Assignment C - Terminology and Principles Rubric

Multicultural Terminologies and Principles

Student: _____

<u>Evaluation Categories</u>	<u>Scale (mastery => 3/6 pts)</u>
Demonstrated Knowledge of Terms/Principles	1 2 3 4 5 X 2 = _____
Articulated Understanding of Terms/Principles for Applicability in Counselor Education and Supervision	1 2 3 4 5 X 2 = _____
Articulated Synthesis of Topic and Its Relevance for the General Content of the Course	1 2 3 4 5
Demonstrated Understanding of Relevant Ethical, Legal, or Professional Issues Associated with Terms/Principles	1 2 3 4 5 X 2 = _____
Demonstrated Understanding of Relevant Social, Multicultural, or Systemic Issues Associated with Terms/Principles	1 2 3 4 5 X 2 = _____
Demonstrated Understanding of Possible Applications of Technology with Terms/Principles	1 2 3 4 5
Demonstrated Understanding of Terms/Principles as Crucial For Counselor Education and Supervision	1 2 3 4 5
Addressed Institutional, Social, or Personal Obstacles/Barriers Related to Terms/Principles	1 2 3 4 5
Addressed Required Content for Assignment	1 2 3 4 5
Submitted in Timely Manner and By Deadline	1 2 3 4 5
Submitted in Required Format and Style	1 2 3 4 5
TOTAL SCORE FOR TERMINOLOGY/PRINCIPLE ASSIGNMENT: _____ /75 pts	

Student Assignment D - Development of a Course Syllabus

Counseling Practicum Syllabus

Student: _____

<u>Evaluation Categories</u>	<u>Scale (mastery => 3/6 pts)</u>
Demonstrated Knowledge of Curricular Development And Developmental Learning (e. g., Bloom) in Document	1 2 3 4 5 X 2 = _____
Articulated Objectives Consistent with Practices in Counselor Education and Supervision in Document	1 2 3 4 5
Articulated a Clear Array of Requirements for the Course	1 2 3 4 5 X 2 = _____
Demonstrated Understanding of Relevant Ethical, Legal, or Professional Issues Associated with Document Content	1 2 3 4 5
Demonstrated Understanding of Relevant Social, Multicultural, or Systemic Issues Associated with Document Content	1 2 3 4 5
Demonstrated Understanding of Possible Applications of Technology in Course	1 2 3 4 5
Provided a Clear and Comprehensive Schedule of Events and Products for the Course	1 2 3 4 5 X 2 = _____
Demonstrated Understanding of Procedures for Evaluation Consistent with Practices in Counselor Education and Supervision	1 2 3 4 5 X 2 = _____
Addressed Relevant Institutional Requirements and Policies In the Document	1 2 3 4 5
Addressed Issues/Concerns Related to Reasonable Accommodations in the Document	1 2 3 4 5
Included Relevant Contact, Location, and Access Information For Instructor or Support Staff in the Document	1 2 3 4 5
Emphasized Professional Practices and Scrutiny for Client Welfare and Confidentiality	1 2 3 4 5 X 2 = _____

Addressed Required Deadlines Assignments in Document 1 2 3 4 5

Submitted Document in Timely Manner and By Deadline 1 2 3 4 5

Submitted Document in Required Format and Style 1 2 3 4 5

TOTAL SCORE FOR SYLLABUS DEVELOPMENT ASSIGNMENT: _____/100pts

Student Assignment E – Demonstration Class Lecture

Lecture Topic: _____

Student: _____

TOTAL POINTS (125/125) Mastery > 60%

Required Content (up to 45 pts) -

Format/PP (up to 20 pts) -

Presentation Style (up to 40 pts) -

Integration w/Class (up to 10 pts) -

Clarity/Focus (up to 10 pts) -

TOTAL (up to 125 pts) -

Comments:

Student Reflections (A – D)

Reflection Topic: _____

Student: _____

<u>Evaluation Categories</u>	<u>Scale (mastery => 3/6 pts)</u>
Demonstrated Knowledge of Topic	1 2 3 4 5 X 2 = _____
Demonstrated Appropriate Use of Terminology Associated with Topic	1 2 3 4 5
Articulated Understanding of Principles/Practices Associated with Topic	1 2 3 4 5
Articulated Synthesis of Topic and Its Relevance for the General Content of the Course	1 2 3 4 5
Demonstrated Understanding of Relevant Ethical, Legal, or Professional Issues Associated with Topic	1 2 3 4 5 X 2 = _____
Demonstrated Understanding of Relevant Social, Multicultural, or Systemic Issues Associated with Topic	1 2 3 4 5 X 2 = _____
Demonstrated Understanding of Possible Applications of Technology with Topic	1 2 3 4 5
Demonstrated Understanding of Topic as Crucial for the Practice of Clinical Mental Health Counseling	1 2 3 4 5
Demonstrated Understanding of Institutional, Social, or Personal Obstacles/Barriers Potentially Applicable to Topic	1 2 3 4 5
Reflection Addressed Required Content for Assignment	1 2 3 4 5
Reflection Submitted in Timely Manner and By Deadline	1 2 3 4 5
Reflection Submitted in Required Format and Style	1 2 3 4 5
TOTAL SCORE FOR STUDENT'S REFLECTIONS ON TOPIC: _____ /75 pts	

Student Reflection E

Focus: D.1 – Develops and demonstrates a personal philosophy of teaching and learning

Student: _____

(NOTE: Point Total for Reflection E is 125 points)

<u>Evaluation Categories</u>	<u>Scale (mastery => 3/6 pts)</u>
Demonstrated Knowledge of Topic	1 2 3 4 5
Demonstrated Appropriate Use of Terminology Associated with Topic	1 2 3 4 5
Articulated Understanding of Principles/Practices Associated with Topic	1 2 3 4 5
Articulated Synthesis of Topic and Its Relevance for the General Content of the Course	1 2 3 4 5
Demonstrated Understanding of Relevant Ethical, Legal, or Professional Issues Associated with Topic	1 2 3 4 5
Demonstrated Understanding of Relevant Social, Multicultural, or Systemic Issues Associated with Topic	1 2 3 4 5
Demonstrated Understanding of Possible Applications of Technology with Topic	1 2 3 4 5
Demonstrated Understanding of Topic as Crucial for the Counselor Education and Supervision	1 2 3 4 5
Demonstrated Understanding of Institutional, Social, or Personal Obstacles/Barriers Potentially Applicable to Topic	1 2 3 4 5
Content re: Philosophical Foundations	1 2 3 4 5
Content re: Essential Outcomes – Knowledge and Skills	1 2 3 4 5
Content re: Developmental Readiness/Scaffolding	1 2 3 4 5
Content re: Instructor Structure and Learner Initiative	1 2 3 4 5

Content re: Methods of Delivery	1	2	3	4	5	
Content re: Methods of Evaluation	1	2	3	4	5	
Content re: Your Role in Each Dimension	1	2	3	4	5 X 2	_____
Reflection Addressed Required Content for Assignment	1	2	3	4	5	
Reflection Submitted in Timely Manner and By Deadline	1	2	3	4	5	
Reflection Submitted in Required Format and Style	1	2	3	4	5	
TOTAL SCORE FOR STUDENT'S REFLECTIONS ON TOPIC: _____/125 pts						

Focused Class Discussion (#1 - #8)

Topic: _____

Student: _____

<u>Evaluation Categories</u>	<u>Scale (3 or higher for mastery)</u>
Demonstrated Knowledge of Topic	1 2 3 4 5
Demonstrated Appropriate Use of Terminology Associated with Topic	1 2 3 4 5
Articulated Understanding of Principles/Practices Associated with Topic	1 2 3 4 5
Articulated Synthesis of Topic and Its Relevance for the General Content of the Course	1 2 3 4 5
Demonstrated Ability to Apply Knowledge of Topic in Exchanges with Peers	1 2 3 4 5
Demonstrated Understanding of Relevant Ethical, Legal, or Professional Issues Associated with Topic	1 2 3 4 5
Demonstrated Understanding of Relevant Social, Multicultural, or Systemic Issues Associated with Topic	1 2 3 4 5
Demonstrated Understanding of Possible Applications of Technology with Topic	1 2 3 4 5
Demonstrated Understanding of Institutional, Social, or Personal Obstacles/Barriers Potentially Applicable to Topic	1 2 3 4 5
Actively Engaged in Class Discussion	1 2 3 4 5

TOTAL SCORE FOR STUDENT'S FOCUSED DISCUSSION ON TOPIC: _____/50 pts