

Instruction in Counselor Education

COUC-747

Fall J 2024 Section 390 08/19/2024 to 12/13/2024 Modified 08/05/2024

Contact Information

See detailed faculty information in Canvas.

Course Description

This course explores contemporary andragogy, course design, adult learning theory, course delivery, and evaluation methods in the field of counselor education. This exploration is both applied in focus and grounded in the empirical research on these subjects. Students synthesize their own philosophy of teaching and incorporate it practically in residential and online instructional contexts. Cultural, ethical, historical, and legal aspects of counseling instruction are examined. Teaching Christian spirituality as a subspecialty area in a counseling program is also considered. (Formerly COUN 747)

Requisites

Prerequisite

COUC 969

Registration Restrictions

By instructor permission only

Note: Must be enrolled in the following program: Doctor of Philosophy in Counselor and Supervision

Rationale

The PhD in Counselor Education and Supervision program seeks to prepare students to function effectively in a variety of academic settings as counselor educators. Students must possess the knowledge, skills, and practices necessary to effectively design, deliver, and evaluate a course with a diverse student population.

Method of Instruction: This course is delivered using a digital synchronous intensive format. Students attend 36-40 hours of video-based instruction. In addition to the one week of digital synchronous class time, students are expected to complete additional work online both pre and post intensive over the duration of

this 16-week course.

Course Learning Outcomes

Upon completion of this course, students will demonstrate the skills of course design, delivery, and evaluation methods appropriate to counselor education. Students will be able to do the following:

- A. Explore and examine the changing pedagogical perspectives in higher education that influence adult learning in counselor education.
- B. Analyze and integrate teaching strategies with curriculum development relevant to counselor education.
- C. Evaluate and synthesize the role of mentorship in counselor education while identifying effective approaches for mentoring in an online environment.
- D. Articulate the roles and responsibilities of counselor educators in the evaluation and remediation of students in graduate counseling and counselor education programs.
- E. Analyze various teaching methods and approaches for diverse students in counselor education.
- F. Develop and implement formative and summative methods of assessment relevant to learning.
- G. Create and implement course lesson plans and activities relevant to course content in both a residential and online counselor education course.
- H. Apply course concepts and strategies in articulating and operationalizing a teaching philosophy.
 - I. Compose learning outcomes, using standards and competencies that guide counselor education curriculum, to design a graduate level syllabus in counselor education.
- J. Construct learning objectives and develop a conference proposal to be presented at a relevant counseling or counselor education conference.
- K. Develop an awareness of a personal philosophy of teaching that is informed by a Christian worldview and how that philosophy can be applied to intrapersonal and interpersonal spiritual formation in the classroom.

Doctoral Key Performance Indicator Matrix Assignments

Key Performance Indicator	Evidence: Course/Learning Experience
Teaching (DOC 6.B.3) Students demonstrate the ability to apply teaching methods and models of adult learning relevant to counselor education course preparation and delivery (Measures PLO #2)	Benchmark Syllabus Assignment Benchmark Post Intensive Lesson Plan and Teaching Demonstration Assignment Benchmark Reflective Journal Assignment

Student Learning Outcomes

CACREP Counselor Education & Supervision Standards	Evidence: Course/Learning Experience
<i>6.B.2 Supervision</i>	
B.2.g modalities of clinical supervision and the use of technology	Intensive Days 1-5; Readings Professionalism & Participation: Intensive Assignment CES Job Positions Review Matrix Assignment Intensive Week ACES Lesson Plan and Teaching Demonstration Assignment Benchmark Post Intensive Lesson Plan and Teaching Demonstration Assignment ACES Proposal Assignment
<i>6.B.3 Teaching</i>	
B.3.a. roles and responsibilities related to educating counselors	Intensive Days 1-5; Readings Benchmark Reflective Journal Assignment CES Job Positions Review Matrix Assignment Professionalism & Participation: Intensive Assignment Benchmark Syllabus Assignment Intensive Week ACES Lesson Plan and Teaching Demonstration Assignment Benchmark Post Intensive Lesson Plan and Teaching Demonstration Assignment Philosophy of Teaching Assignment ACES Proposal Assignment Interview with a Counselor Educator Assignment

B.3.b. pedagogy and teaching methods relevant to counselor education	Intensive Days 1-5; Readings Benchmark Reflective Journal Assignment CES Job Positions Review Matrix Assignment Intensive Week ACES Lesson Plan and Teaching Demonstration Assignment Benchmark Post Intensive Lesson Plan and Teaching Demonstration Assignment Philosophy of Teaching Assignment ACES Proposal Assignment Interview with a Counselor Educator Assignment
B.3.c. models of adult development and learning	Intensive Day 2; Readings Benchmark Reflective Journal Assignment Intensive Week ACES Lesson Plan and Teaching Demonstration Assignment Benchmark Post Intensive Lesson Plan and Teaching Demonstration Assignment Professionalism & Participation: Intensive Assignment Philosophy of Teaching Assignment ACES Proposal Assignment Interview with a Counselor Educator Assignment

B.3.d. instructional and curriculum design, delivery, and evaluation methods relevant to counselor education;	Intensive Day 1-5; Readings Benchmark Reflective Journal Assignment Professionalism & Participation: Intensive Assignment Benchmark Syllabus Assignment Intensive Week ACES Lesson Plan and Teaching Demonstration Assignment Benchmark Post Intensive Lesson Plan and Teaching Demonstration Assignment Philosophy of Teaching Assignment ACES Proposal Assignment Interview with a Counselor Educator Assignment
B.3.e. effective approaches for online instruction;	Intensive Days 3-5; Readings Benchmark Reflective Journal Assignment Professionalism & Participation: Intensive Assignment Intensive Week ACES Lesson Plan and Teaching Demonstration Assignment Benchmark Post Intensive Lesson Plan and Teaching Demonstration Assignment ACES Proposal Assignment Philosophy of Teaching Assignment Interview with a Counselor Educator Assignment
B.3.f. screening, remediation, and gatekeeping functions relevant to teaching;	Intensive Day 3; Readings Benchmark Reflective Journal Assignment Professionalism & Participation: Intensive Assignment Philosophy of Teaching Assignment ACES Proposal Assignment

B.3.g. assessment of learning;	Intensive Day 4; Readings Benchmark Reflective Journal Assignment Professionalism & Participation: Intensive Assignment Benchmark Syllabus Assignment Intensive Week ACES Lesson Plan and Teaching Demonstration Assignment Benchmark Post Intensive Lesson Plan and Teaching Demonstration Assignment Philosophy of Teaching Assignment Interview with a Counselor Educator Assignment
B.3.h, ethical and culturally relevant strategies used in counselor preparation	Intensive Day 3; Readings Benchmark Reflective Journal Assignment CES Job Positions Review Matrix Assignment Professionalism & Participation: Intensive Assignment Benchmark Syllabus Assignment Intensive Week ACES Lesson Plan and Teaching Demonstration Assignment Benchmark Post Intensive Lesson Plan and Teaching Demonstration Assignment Philosophy of Teaching Assignment ACES Proposal Assignment Interview with a Counselor Educator Assignment

B.3.i. the role of mentoring in counselor education	Intensive Day 5; Readings Benchmark Reflective Journal Assignment CES Job Positions Review Matrix Assignment Professionalism & Participation: Intensive Assignment Philosophy of Teaching Assignment ACES Proposal Assignment Interview with a Counselor Educator Assignment
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6.B.4 Research and Scholarship

B.4.i. professional conference proposal preparation	ACES Proposal Assignment
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6.B.5 Leadership and Advocacy

B.5.b. leadership and leadership development in professional organizations	Intensive Days 4-5; Readings Benchmark Reflective Journal Assignment CES Job Positions Review Matrix Assignment Professionalism & Participation: Intensive Assignment ACES Proposal Assignment Philosophy of Teaching Assignment Interview with a Counselor Educator Assignment
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B.5.c. leadership in counselor education programs	Day 4-5; Readings Benchmark Reflective Journal Assignment CES Job Positions Review Matrix Assignment Professionalism & Participation: Intensive Assignment ACES Presentation Proposal Submission Assignment Philosophy of Teaching Paper Assignment Interview with a Counselor Educator Assignment
B.5.d. knowledge of accreditation standards and processes	Intensive Days 1-5; Readings CES Job Positions Review Matrix Assignment Benchmark Syllabus Assignment ACES Proposal Assignment Interview with a Counselor Educator Assignment

Course Resources

Required Resource Purchases

Haddock, L., & Whitman J.S. (2019). *Preparing the educator in counselor education: A comprehensive guide to building knowledge and developing skills*. Routledge. ISBN: 9781138684850

Cavazos Vela, J. (2020). *Teaching and learning in counselor education*. American Counseling Association. ISBN: 9781556203886

CORE (<https://corehighered.com/>) membership: A subscription to this cloud-based software is a one-time purchase required for this degree program. **Please note:** Subscriptions last for five years. If the student purchased a subscription in a previous course, they do not need to purchase it again as long as they remain enrolled in the same degree program.

Disclaimer: The above resources provide information consistent with the latest research regarding the subject area. Liberty University does not necessarily endorse specific personal, religious, philosophical, or political positions found in these resources.

Additional Materials for Learning

- A. Computer with basic audio/visual output equipment
- B. Internet access (broadband recommended)

C. Canvas [recommended browsers \(https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-browser-and-computer-requirements-for-Canvas/ta-p/66\)](https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-browser-and-computer-requirements-for-Canvas/ta-p/66)

D. Microsoft Office

Course Assignments

Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations \(https://www.liberty.edu/institutional-effectiveness/student-expectations/\)](https://www.liberty.edu/institutional-effectiveness/student-expectations/), the student will complete the related checklist found in the Course Overview.

Advising Acknowledgement Quiz

Interview with a Counselor Education Assignment

For this assignment the student will conduct an interview with a full-time graduate counseling professor in Counselor Education and Supervision who is not affiliated with his/her doctoral program. Although it is not required, students are encouraged to seek out interviews with individuals who are not affiliated with Liberty University to be exposed to varying cultures of counselor education. The interview can take place in person, over zoom, or over the phone (if necessary). The student may not conduct this interview through email. The interview should be no longer than 30 minutes to 1 hour, unless requested by the professor. The student will make sure to highlight the areas required on the assignment instructions and submit a succinct outline of a (member-checked) summary of the interview, personal/professional reactions, alignment with the CE's perspective, and the student's overall growth experience. Lastly, after completing the interview and summary, the student will reflect upon the interaction of a biblical worldview with what h/she has learned from this assignment and how it might inform his/her philosophy of teaching. Submit this assignment by the date posted by the professor. See assignment instructions and grading rubric for more details.

(CLO: A, B, C, D, E, K)

Benchmark Syllabus Assignment

To give the student hands on experience in course design and delivery, he/she will develop a "mini-course" that meets weekly for 30 minutes for four consecutive weeks and covers an aspect of one of the following courses in a CACREP accredited graduate counseling program:

1. Orientation to Professional Identity and Function
2. Ethical and Legal Issues in Counseling
3. Human Growth and Development
4. Research and Program Evaluation
5. Multicultural Counseling
6. Counseling Techniques and the Helping Relationship
7. Group Counseling
8. Assessment Techniques in Counseling

For this assignment, the student will create a syllabus for your mini-course. We will first discuss topics for this project during the intensive week and each aspect of effectively creating a syllabus will be discussed during the online-lectures. Once completed, the student's syllabus will be self-evaluated and submitted for feedback/grading by the date indicated on the course calendar. See assignment instructions and grading rubric for more details.

Relax and enjoy this process! Only the final draft will be graded.

(CLO: A, B, E, F, G, I, K)

Intensive Week ACES Lesson Plan and Teaching Demonstration Assignment

During the intensive week, each student will be paired with one other student to complete his/her Intensive Week Teaching Demonstration. This teaching demonstration will be based upon the student's ACES Proposal Presentation Submission Assignment. The student and his/her partner will be given time during the intensive week to develop the presentation and present it to the class; the student **does not** need to complete the ACES Proposal Presentation Submission assignment beforehand (that assignment is due post-intensive). The Intensive Week Teaching Demonstration Assignment will serve as the foundation for the development of the student's ACES Proposal Presentation Submission assignment. The student will create a lesson plan in the same manner as the Benchmark Post-Intensive Teaching Demonstration. This includes an outline of the lesson plan and rationale. Submit the lesson plan (with the Grading Rubric filled out with a self-evaluation) on Canvas. See assignment instructions and grading rubric for more details.

For the Benchmark Post-Intensive Teaching Demonstration, see separate assignment instructions.

(CLO: A-K)

Philosophy of Teaching Statement Assignment

The Philosophy of Teaching is a part of job applications for most counselor educator programs. It is unique to the student, the counselor educator, and outlines his/her CE identity, along with the lens in which he/she educates counselors in training. After the intensive, the student will develop a 1-2-page single-spaced philosophy of teaching. See assignment instructions for more information and the Grading Rubric.

(CLO: A, B, E, D, E, G, H, I, K)

ACES Proposal Presentation Submission Assignment

As a future counselor educator, investment and involvement in the American Counselor Education and Supervision (ACES) division is essential. The student will be assigned to work in a group with his/her peers. As a team, the students will write and submit a proposal based on one of the 9 CES related topic from the reading and the topic will be specifically related to Instruction in Counselor Education.

Learning outcomes will be developed during the intensive week with the support of your professor. Then, the students will present the topic during the intensive week and submit the proposal assignment post-intensive. See assignment instructions and rubric for more details.

(CLO: A, B, C, D, E, F, G, J)

Benchmark Post Intensive Lesson Plan and Teaching Demonstration Assignment

As a part of the student's Benchmark Syllabus Assignment, he/she will create a course calendar comprising of four weeks, along with their subsequent lecture topics related to the mini-course you created (specifics on this assignment you can find on the Benchmark Syllabus Assignment Instructions). The student will choose one of the four weeks' lecture topics to develop his/her Benchmark Post Intensive Lesson Plan and Teaching Demonstration Assignment. The student will submit a lesson plan, Kaltura recording of the demonstration, and a self-evaluation using the rubric in the assignment instructions. Submit this assignment by the due date posted by the professor. See assignment instructions and grading rubric for more details.

(CLO: A, B, D, E, F, G, I, K)

✓ Course Grading

All assignments must be completed to pass the course

Evaluation	Points
Course Requirements Checklist	10
Pre-Intensive	
Benchmark Teaching Competencies Synthesis Assignment	200
Intensive	
Intensive Week ACES Lesson Plan & Teaching Demonstration Assignment	140
Post-Intensive	

Benchmark Post-Intensive Lesson Plan & Teaching Demonstration	150
Benchmark Syllabus Assignment	200
Interview with a Counselor Educator Assignment	100
Philosophy of Teaching Assignment	100
ACES Proposal Assignment	100
Quiz: Dispositions Reflection	10
Total	1010

Policies

Late Assignment Policy

Course Assignments, including discussions, exams, and other graded assignments, should be submitted on time.

If the student is unable to complete an assignment on time, then he or she must contact the instructor immediately by email.

Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:

1. Late assignments submitted within one week after the due date will receive up to a 10% deduction.
2. Assignments submitted more than one week and less than 2 weeks late will receive up to a 20% deduction.
3. Assignments submitted two weeks late or after the final date of the course will not be accepted outside of special circumstances (e.g. death in the family, significant personal health issues), which will be reviewed on a case-by-case basis by the instructor.
4. Group projects, including group discussion threads and/or replies, and assignments will not be accepted after the due date outside of special circumstances (e.g. death in the family, significant personal health issues), which will be reviewed on a case-by-case basis by the instructor.

Disability Assistance

Students with a disability and those with medical conditions associated with pregnancy may contact Liberty University's Online Office of Disability Accommodation Support (ODAS) at LUOODAS@liberty.edu for accommodations. Such accommodations require appropriate documentation of your condition. For more information about ODAS and the accommodations process, including how to request an accommodation, please visit <https://www.liberty.edu/online/online-disability-accommodation-support/> (<https://www.liberty.edu/online/online-disability-accommodation-support/>). Requests for accommodations not related to disabilities or pregnancy must be directed to the Registrar's Office, which generally handles medical needs support.

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at equityandcompliance@liberty.edu. Click to see a full copy of Liberty's [Discrimination, Harassment, and Sexual Misconduct Policy](https://liberty.service-now.com/sp?id=kb_article_view&sysparm_article=KB0018380) (https://liberty.service-now.com/sp?id=kb_article_view&sysparm_article=KB0018380) or the [Student Disability Grievance Policy and Procedures](https://www.liberty.edu/disability-support/wp-content/uploads/sites/106/2022/01/Disability-Grievance-Procedures.pdf) (<https://www.liberty.edu/disability-support/wp-content/uploads/sites/106/2022/01/Disability-Grievance-Procedures.pdf>).

Course Attendance

In an effort to comply with U.S. Department of Education policies, attendance is measured by physical class attendance or any submission of a required assignment within the enrollment dates of the course (such as examinations, written papers or projects, any discussion posts, etc.) or initiating any communication with one's professor regarding an academic subject. More information regarding the [attendance policy](https://liberty.service-now.com/sp?id=kb_article_view&sysparm_article=KB0018468) (https://liberty.service-now.com/sp?id=kb_article_view&sysparm_article=KB0018468) can be found in the [Academic Course Catalogs](https://www.liberty.edu/academics/course-catalogs/) (<https://www.liberty.edu/academics/course-catalogs/>). Regular attendance in online courses is expected throughout the length of the term. Students who do not attend within the first week of a sub-term by submitting a required academic assignment (such as the Course Requirements Checklist, an examination, written paper or project, discussion post, or other academic activity) will be dropped from the course. Students who wish to re-engage in the course are encouraged to contact Academic Advising to discuss their enrollment options. Students who begin an online course, but at some point in the semester cease attending, and do not provide official notification to withdraw, will be assigned a grade of "FN" ([Failure for Non-Attendance](https://liberty.service-now.com/sp?id=kb_article_view&sysparm_article=KB0018520) (https://liberty.service-now.com/sp?id=kb_article_view&sysparm_article=KB0018520)). Students wishing to withdraw from courses after the official start date should familiarize themselves with the [withdrawal policy](#).

Add/Drop Policy

The full policy statement and procedures are published in the [Policy Directory](https://liberty.service-now.com/sp?id=kb_article_view&sysparm_article=KB0018477) (https://liberty.service-now.com/sp?id=kb_article_view&sysparm_article=KB0018477).

Honor Code

Liberty University comprises a network of students, alumni, faculty, staff and supporters that together form a Christian community based upon the truth of the Bible. This truth defines our foundational principles, from our Doctrinal Statement to the Code of Honor. These principles irrevocably align Liberty University's operational procedures with the long tradition of university culture, which remains distinctively Christian, designed to preserve and advance truth. Our desire is to create a safe, comfortable environment within our community of learning, and we extend our academic and spiritual resources to all of our students with the goal of fostering academic maturity, spiritual growth and character development.

Communities are predicated on shared values and goals. The Code of Honor, an expression of the values from which our Doctrinal Statement was born, defines the fundamental principles by which our community exists. At the core of this code lie two essential concepts: a belief in the significance of all individuals, and a reliance on the existence of objective truth.

While we acknowledge that some may disagree with various elements of the Code of Honor, we maintain the expectation that our students will commit to respect and uphold the Code while enrolled at Liberty University.

Adherence to the principles and concepts established within facilitates the success of our students and strengthens the Liberty community.

The Code of Honor can be viewed in its entirety at [https://www.liberty.edu/students/honor-code/\(https://libertyedu.public.na2.doctract.com/doctract/documentportal/08DC75E10861854D320A310CCE25ED07\)](https://www.liberty.edu/students/honor-code/(https://libertyedu.public.na2.doctract.com/doctract/documentportal/08DC75E10861854D320A310CCE25ED07)).

Grading Scale

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
940-1010	920-939	900-919	860-899	840-859	820-839	780-819	760-779	740-759	700-739	680-699	679 and below

For courses with a Pass/NP final grade, please refer to the Course Grading section of this syllabus for the assignment requirements and/or point value required to earn a Passing final grade.

Schedule

When	Topic	Notes
Course Overview	Student Acknowledgements	Course Requirements Checklist Advising Acknowledgement Quiz

When	Topic	Notes
Module 1 - Pre-Intensive	Learn	Read: 8 items Watch: 1 item Explore: 2 items
	Apply	Benchmark Teaching Competencies Synthesis Assignment
Module 2 - Intensive	Learn	Read: 3 items Explore: 3 items
	Apply	Intensive Week ACES Lesson Plan and Teaching Demonstration Assignment
Module 3 - Post-Intensive	Learn	Read: 3 items Watch: 1 item
	Apply	Benchmark Syllabus Assignment Benchmark Post-Intensive Lesson Plan and Teaching Demonstration Assignment Interview with a Counselor Educator Assignment ACES Proposal Assignment Philosophy of Teaching Assignment Quiz: Dispositions Reflection