

**CNE 736 COLLEGE TEACHING IN COUNSELING**  
*CNE 736 is a required course for Counselor Education Specialization Area*  
**College of Education and Applied Science**  
**Department of Educational Leadership and Counseling**

**Instructor:** Mary Nichter, Ph.D.  
 Counselor Education Center, Room 114  
 P.O. Box 2119/SHSU  
 (936) 294-3858 office telephone, (936) 581-2769  
 edu\_msn@shsu.edu  
 Office Hours – Tuesday, Thursday 10:00am – 4:00pm  
 Wednesday 1:00 – 3:30pm

**Text/Readings:**

*Required Texts:* McKeachie, W. (2006). *Teaching tips: Strategies, research, and theory for college and university teachers*. (12<sup>th</sup> ed). Boston: Houghton-Mifflin.  
 Taylor, K., Marienau, C., & Fiddler, M. (2000). *Developing adult learners: Strategies for teachers and trainers*. San Francisco: Jossey-Bass.

Recommended Text: Vella, J. (2001). *Taking learning to task*. San Francisco: Josey-Bass.

**Course Description:** A study of teaching philosophy, theories, strategies, and models for adult learners. Doctoral students lead skill training groups, lecture to a master’s level class, and guide group discussion with faculty supervision.

**Standards Matrix:**

| <b>Objectives/Learning Outcomes</b>                              | <b>Activities (* indicates field-based activity)</b>   | <b>Performance Assessment</b>   | <b>CACREP Standards:</b> |
|--|--|---|--------------------------|
| 1. Understand the tasks, roles and responsibilities of teaching. | Interview a university faculty professor or instructor from an institution other than SHSU. Develop a set of questions appropriate to engage the interviewee in a discuss of teaching and the responsibilities of a faculty professional. Interviewee can be a graduate or undergraduate course. Request a copy of the syllabus.<br>(We may have the opportunity to do the interview in Mexico.) | Conduct the interview, complete Suggested Teaching Interview Outline and a 2-3 page written reflection of what you learned from the interview.<br><br>Read Article, “Do Metaphors Matter in Higher Education?”<br><br>Prepare Teaching Philosophy Statements (beginning and end of class). First draft due 6/18/08, final statement due 7/28/08 | C3, C4, D2,              |
| 2. Demonstrate various strategies                                | Select one of the teaching strategies listed   | The information will be presented in class  | C3, C4, D6               |

|   |  |  |                       |
|---|--|--|-----------------------|
| of teaching and learning, with emphasis on those appropriate for counselor education.           | below and present to class using a counseling topic to demonstrate the selected strategy: <b>YOU ARE TO DEMONSTRATE THE STRATEGY</b> assessing, collaborating, experimenting, imagining, inquiring, performing-simulating, reflecting, (T, M, & F text) technology and teaching, teaching with cases, teaching with games and simulations (McK text) | using good teaching strategies.<br>Audience of peers will be engaged by the presenter and verbally respond to the seminar topic.   |                       |
| 3. Examine and discuss pedagogical teaching vs. andragogical teaching for adult learners.       | Read Part 4: The Learning Transaction with Adults (Merriam & Caffarella) and Teaching/Learning Models, (Travis, p. 57-75, provided by professor)   | Participate in a class discussion of the models  | <i>C3, C4, D5, D6</i> |
| 4. Participate in a discussion of key theories that inform practice of teaching adult learners. | Read Chapter 2: Key Theories that Inform Practice and Appendix D (T, M, & F text)  | Select a theory or theories that best reflects your understanding of adult learning and discuss in your teaching experience paper.   | <i>C3, C4, D2</i>     |
| 5. Observe, critique, and participate in teaching/learning activities.                          | Schedule visits with a CNE faculty member to (1) observe one class, (2) facilitate a teaching/learning activity or group during the second class, (3) teach a class.   | Meet with faculty member before class or via email and discuss how you will facilitate on the 2 <sup>nd</sup> visit.<br>Reflect on observation referring to Assessment/Feedback Models provided by professor.  | <i>C3, C4, D2</i>     |
| 6. Develop and present a lesson for a Master's level course.                                    | Arrange with a CNE faculty member to present a class session for a counseling course, implementing at least two appropriate teaching methods (skill training, seminar, discussion, lecture, group activity) and two learning strategies (see objective 2).<br>Video tape your teaching experience.   | Prepare an outline of the lesson to be presented. Choose a lens (model or theory, you may want to discuss strategies used as well) through which to examine and critique your experience for objective 5 and 6.<br>Submit a paper, not to exceed 2000 words, in which your critique the teaching session through your chosen lens. | <i>C3, C4, D2</i>     |
| 7. Understand the components of a   | Develop a course syllabus for a master's course. Identify and label the components   | Critique syllabus and revise as needed.  | <i>C3, C4</i>         |

|  |  |  |                       |
|--|--|--|-----------------------|
| college syllabus and prepare a syllabus.   | of the syllabus, prepare course activities, assignments, assessments, class schedule, and a reading list.  | Prepare and submit a complete course syllabus for the selected course.   |                       |
| 8. Become familiar with CACREP standards for counseling programs.  | Review CACREP standards.<br><br>Align CACREP standards with course activities, assignments, and assessments for syllabus developed for objective #7.           | CACREP standards identified on course syllabus prepared for objective #7.  | <i>D4</i>             |
| 9. Examine professional journals for counselor educators and university faculty.   | Critique an article about a college teaching topic published in a current issue of a professional journal.   | Prepare a paper to summarize the article include a personal reflection on the topic. (One-third of the paper is to be a summary, two-thirds of the paper is to be your personal reflection.) | <i>D3</i>             |
| 9. Understand the role of diversity and implications for teaching individuals representing different ages, gender, sexual orientation, ethnicity, language, disability, culture, learning styles and other factors that may impact their learning experiences. | Student will explore factors that may influence learning experiences for college students requiring consideration from the faculty member teaching the course. | Discuss plans for creating meaningful learning experiences for all learners.   | <i>C3, C4, C8, C9</i> |
| 10. Identify and review primary topics specific to teaching adults.  | Select a topic relating to college teaching and teaching adults and research the topic reviewing current journals, books, and other periodicals.               | Present a class 15 minute lesson on a topic selected from a list provided by professor. Experiential activities are encouraged.  |                       |

Web address for state standards:

CACREP: <http://www.counseling.org/cacrep/2001standards700.htm>

### Course Format:

The course is strongly experiential. A considerable amount of time is spent in participatory activities that will help the student to understand in real-life terms the activity of teaching. Students are expected to pursue the assigned readings and research on their own. Sharing of observations, interpretations and research is encouraged among students both in and outside of class sessions.

To be an expert in counseling is not automatically to be an expert in teaching counseling. This course is an introduction to the teaching process, designed for doctoral students who likely will find themselves in formal and/or informal teaching and training situations. No assumptions are made about prior teaching experience.

### Activities and Assignments:

- **Teaching Philosophy Statements**

You will prepare two teaching philosophy statements. The first statement is not to be graded and will be turned in and discuss during our class meeting in Mexico. The second statement is due July 28<sup>th</sup> and is to reflect your revised philosophy based on information and experiences from this course. (Second philosophy statement – 50 points) (Objective 1)

- **Presentation and Demonstration of a Teaching Strategy**

Present information presented in text about the teaching strategy you selected. Make sure that you demonstrate your teaching strategies for learning (assessing, collaborating, experimenting, imagining, inquiring, performing-simulating, reflecting and technology, (teaching with cases, teaching with games and simulations (25 points) (Objective 2)

- **Observation and Teaching Experience (Master's Class) FOLLOW APA PUBLICATION GUIDELINES**

Choose a lens (theory and orientation to teaching) through which to examine and review your experiences in the master's class. Submit a paper between 1,500 and 2,000 words, in which you analyze the course session through your chosen lens. Be specific in identifying your lens and support your analysis with examples from your observation, participation, and discussion with the professor. Include in the paper things your hope to incorporate or avoid in your own teaching. *Please include the word count at the end of the paper. The word count does not include the title page and references.* (100 points) (Objectives 5 and 6)

- **Interview**

Contact a faculty member on a college or university campus and request permission to conduct an interview. Do not interview a SHSU faculty member. Use Suggested Teaching Interview Outline and addition questions you want to ask the interviewee. We may have the opportunity to complete this assignment in Mexico. Please request a copy of a course syllabus taught by the interviewee, if in English. (25 points) (Objective 1)

- **Syllabus**

Prepare a syllabus based on provided course description and objectives. Use the SHSU syllabus template and include an alignment of the course objectives and learning experiences with CACREP standards. (100 points) (Objectives 7 and 8)

- **Research Article FOLLOW APA PUBLICATION GUIDELINES**

Select a topic related to college teaching from the list provide below and using professional journals, books and other periodicals locate an article pertaining to that topic. Prepare a paper not to exceed 1,200 words to summarize the article and discuss your personal reflection of the topic. Present your topic in a 15 minute class discussion. *Please include the word count at the end of the paper.* The word count will include the title page and references. (50 points research paper and 50 points class presentation). (Objective 9)

- **Professional Associations** – Explore the web-pages and other links of importance to educators of Texas Higher Education Coordinating Board (Rules Currently in Effect) and other links of importance to educators, Association of American Colleges and Universities, and American Association of University Professors. Due July 14<sup>th</sup>.

### **Attendance Policy:**

The following represents the attendance policy for all courses in the Counseling Program:

Students are permitted to miss one class (4.5 hours) with no penalty, but a call to the professor is expected. Another absence will result in a grade drop for the final grade for the course.

### **Disability Statement:**

Students with a disability that affects their academic performance are expected to arrange for a conference with the instructor in order that appropriate strategies can be considered to ensure that participation and achievement opportunities are not impaired. The physically impaired may contact the Director of the Counseling Center as chair of the Committee for Continuing Assistance for Disabled Students by telephone (extension 41720).

### **Evaluation:**

|   |                   |
|---|-------------------|
| Interview of University Faculty                       | 25 points         |
| Presentation and Demonstration of a Teaching Strategy | 25 points         |
| Master's Class Teaching Experience & Reflection Paper | 100 points        |
| Syllabus with CACREP alignment                        | 100 points        |
| Research Article and Presentation                     | 100 points        |
| Teaching Philosophy Statement                         | 50 points         |
| Evaluation of Master's class                          | 25 points         |
| Participation   | 25 points         |
| <b>TOTAL POINTS</b>                                   | <b>450 points</b> |

### **Grade Determination:**

|     |               |
|-----|---------------|
| A = | 450 - 405     |
| B = | 404 - 360     |
| C = | 359 - 315     |
| F = | 314 and below |

### **List of topics for research article and presentation:**

Teaching Evaluations  
 Assessment of Students Work and Grading  
 Ethical Issues in Teaching  
 Nontraditional Learning  
 Teaching Effectiveness  
 Reflective Learning  
 Student Impairment  
 Problem-based Learning

Web-based Teaching and Learning  
 Collaborative Learning  
 The Scholarship of Teaching and Learning  
 Faculty Development  
 Ageless Learning  
**Course Schedule:**

| Date    | Class Activities/Topics  | Assignments   |
|---------|--|---|
| July 7  | Review syllabus and course requirements<br>Participate in a concrete to abstract learning experience<br>Six Possible Roles                                     | Chapters 1 and 2 (McK)<br><br>Chapter 21                      |
| July 9  | First Teaching Philosophy Statement  | Chapters 3 through 6<br>(McK)                                 |
| July 14 | Key Theories that Inform Practice, Appendix D<br>Presentation of Teaching Strategies   | Ch 2 (T, M, & F)<br>Part 2 (T, M, & F)                        |
| July 16 | Models and Theories of teaching and learning,<br>pedagogical/andragogical<br>Kolb's Learning Cycle, Blooms Taxonomy<br>Discuss web-pages – THECB, AAC& U AAUP  | Pages 11-31, 35-42,<br>and 57-75 (T)                          |
| July 21 | Observe in a master's class and complete<br>an Observation Checklist(visit #1)   |   |
| July 23 | Presentation and Discussion of adult teaching<br>topic research<br>What to do about cheating<br>Motivation in the College Classroom<br>Review CACREP Standards | 15 minute presentations<br><br>Chapter 10<br>Chapter 12 (McK) |
| July 28 | Observe and facilitate instruction or activity<br>assigned by the master's class professor (visit #2)  | Syllabus due  |
| July 30 | Presentation and Discussion of adult teaching<br>topic research  | 15 minute presentations                                       |
| Aug 4   | Teach a class for a master's level course (visit #3)   |   |
| Aug 6   | Discuss: Master's class observation and teaching experience  | Paper due   |

As Lever

<http://www.tltgroup.org/programs/seven.html>