Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.
COURSE SYLLABUS
COUC 747
INSTRUCTION IN COUNSELOR EDUCATION

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)

RATIONALE
All students—especially those who currently are, or expect to be, involved in any aspect of education—need to be prepared to engage in both the academy in general and their discipline in particular not only as learners but also as facilitators of learning. More importantly, students need to be prepared to espouse a biblically framed philosophy of teaching and learning. Drawing from both the theories and practices from the discipline of adult learning, it is expected that this course will prepare participants to work in a variety of educational settings—both formal and informal. As such, this course furthers the mission of Liberty University by attempting to develop Christ-centered men and women with the values, knowledge, and skills needed to impact tomorrow’s world.

I. PREREQUISITE
For information regarding prerequisites for this course, please refer to the Academic Course Catalog.

II. REQUIRED RESOURCE PURCHASE
Click on the following link to view the required resource(s) for the term in which you are registered: http://bookstore.mbsdirect.net/liberty.htm

III. ADDITIONAL MATERIALS FOR LEARNING
A. Computer with basic audio/video output equipment
B. Internet access (broadband recommended)
C. Microsoft Office

IV. MEASURABLE LEARNING OUTCOMES
Upon successful completion of this course, the student will be able to:
A. Evaluate the influence of one’s personal assumptions on teaching and learning.
B. Scholarly write and dialogue for improved teaching and learning.
C. Analyze various teaching/learning strategies and approaches for diverse students in counseling education.
D. Assess all theories, methods, and assumptions through the lens of Scripture.
E. Evaluate the role and impact of teaching and learning within the context of Christian pedagogy.
F. Select strategies for impacting tomorrow’s world for Christ through teaching and learning.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

A. Textbook readings and lecture presentations
B. Course Requirements Checklist
   After reading the Course Syllabus and Student Expectations, the student will complete the related checklist found in Module/Week 1.
C. Discussion Board Blogs (8)
   There will be 8 Discussion Board Blogs throughout the course. The purpose of Discussion Board Blogs is to create a collaborative learning experience, develop critical thinking skills, and generate dialogue among students in regard to relevant course topics. The student must incorporate information from the course readings in order to dialogue with an Internet constituency of like-minded professionals. The student is required to post 1 blog thread of at least 400 words. The student must interact with 2 colleagues’ threads in a substantive manner.
D. Case Study
   The Case Study is an excellent teaching tool to use for promoting dialogue amongst group members. The student will collaborate with his/her group through the Group Discussion Board link to present a hypothetical faculty workshop on effective teaching in classroom and online situations.
   Part 1
   Each group will be assigned a chapter in the McKeachie & Svinicki text and will compile a 2–4-page Case Study on a topic from that chapter for the workshop. The goal is for faculty to solve the hypothetical case study.
   Part 2
   Each group will have the opportunity to read and analyze another group’s case study by replying to the posted Case Study.
E. Book Review
   The student will read Pedagogy of the Oppressed and write a scholarly book review (maximum of 1,000 words) that could be published in an academic journal. This assignment must be completed in current APA format.
F. Conference Paper

The student will write a Conference Paper with the intention of presenting the paper at an academic conference related to his/her area(s) of scholarship or employment, such as AACC (American Association of Christian Counselors) or AERC (Adult Education Research Conference). The paper is to be written as a response to a “call for papers” from the association, and the writer must address an aspect of teaching and learning discussed in this course. Sources must be cited for presentation purposes and scriptural usage must be in accordance with generally accepted scriptural interpretation and the doctrinal statement of Liberty University.

G. Reflective Essay

The student will compose an 800–1,000-word essay discussing “What I Learned About Teaching and Learning in this Course.” The blogs contain much original thought about teaching and learning; therefore, they can serve as a primary resource when composing the essay. All additional research must be cited using current APA format.

VI. COURSE GRADING AND POLICIES

A. Points

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Requirements Checklist</td>
<td>10</td>
</tr>
<tr>
<td>Discussion Board Blogs (7 at 80 pts ea, 1 at 40 pts)</td>
<td>600</td>
</tr>
<tr>
<td>Case Study</td>
<td></td>
</tr>
<tr>
<td>Part 1</td>
<td>50</td>
</tr>
<tr>
<td>Part 2</td>
<td>50</td>
</tr>
<tr>
<td>Case Study</td>
<td></td>
</tr>
<tr>
<td>Book Review</td>
<td>100</td>
</tr>
<tr>
<td>Conference Paper</td>
<td>100</td>
</tr>
<tr>
<td>Reflective Essay</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1010</strong></td>
</tr>
</tbody>
</table>

B. Scale

D- = 680–699  F = 0–679

C. Late Assignment Policy

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 of the due date will receive a 10% deduction.

2. Assignments submitted more than one week late will receive a 20% deduction.
3. Assignments submitted two weeks late or after the final date of the course will not be accepted.

4. Late Discussion Board threads or replies will not be accepted.

Special circumstances (e.g. death in the family, personal health issues) will be reviewed by the instructor on a case-by-case basis.

D. Tests/Exams

1. For timed tests/exams students are required to complete the exam within the assigned time. For students who exceed this time limit a penalty of 5 points will be deducted for each minute they exceed the assigned time limit.

2. Students must take the exam during the assigned module/week. A 5% deduction from the tests final grade will be assigned for each day the test is late.

3. No test will be accepted seven (7) days after original due date without written approval from the professor. This approval must be sought prior to tests due date.

E. Dual Relationship

The faculty is responsible to interact with counseling students in a supervisory capacity/role. As such, faculty may provide students professional principles, guidance, and recommendations as it relates to the context of the student-client setting. The faculty is responsible to avoid dual relationships with students such as entering a student-counselor or student-pastor relationship. Thus, the faculty does not provide personal counseling addressing student personal problems. If a faculty member perceives that a student is in need of personal or professional counseling, then that faculty member will recommend that the student pursue either pastoral or professional assistance from a counselor in their community.

F. Limits of Confidentiality

In the event of a student’s disclosure, either verbally or in writing, of threat of serious or foreseeable harm to self or others, abuse or neglect of a minor, elderly or disabled person, or current involvement in criminal activity, the faculty, staff, administrator, or supervisor will take immediate action. This action may include, but is not limited to, immediate notification of appropriate state law enforcement or social services personnel, emergency contacts, and notification of the appropriate program chair or online dean. The incident and action taken will become part of the student’s permanent record.

G. Disability Assistance

Students with a documented disability may contact Liberty University Online’s Office of Disability Academic Support (ODAS) at LUODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.
VII. **BIBLIOGRAPHY**


<table>
<thead>
<tr>
<th>MODULE/WEEK</th>
<th>READING &amp; STUDY</th>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
</tr>
</thead>
</table>
| 1           | All Texts: foreward, preface, and author’s biography  
McKeachie & Svinicki: parts 4, 6  
2 presentations | Course Requirements Checklist  
Class Introductions  
DB Blog 1 – Educational Semantics | 10  
0  
80 |
| 2           | Jacobsen & Jacobsen: chs. 1–2  
Vella: part 1  
2 presentations  
1 article | DB Blog 2 – Good to Great | 80 |
| 3           | Jacobsen & Jacobsen: chs. 4–5  
2 presentations  
2 websites | DB Blog 3 – Scholarship and Faith | 80 |
| 4           | McKeachie & Svinicki: parts 1–3  
Vella: part 2  
2 presentations | DB Blog 4 – Dialogue Education  
Case Study – Part 1 | 80  
50 |
| 5           | McKeachie & Svinicki: part 5  
1 presentation  
1 article | DB Blog 5 – Teaching with the Grain  
Case Study – Part 2 | 80  
50 |
| 6           | Freire: chs. 1–4  
2 presentations | DB Blog 6 – The Red Pill  
Book Review | 80  
100 |
| 7           | Review all textbook readings  
2 presentations  
2 websites | DB Blog 7 – Christian Pedagogy  
Conference Paper | 80  
100 |
| 8           | McKeachie & Svinicki: part 7  
Vella: part 3  
2 presentations | DB Blog 8 – My Final Blog  
Reflective Essay | 40  
100 |
| **TOTAL**   |                  |             | **1010** |

DB = Discussion Board

**NOTE:** Each course module/week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.