COURSE SYLLABUS
COUN 747
TEACHING AND LEARNING

COURSE DESCRIPTION
The course is designed to address the need for counselor educators to operate within a biblically framed pedagogy. To do so, the course examines established and emerging teaching and learning perspectives and practices, viewed through the lens of Scripture, as foundational for developing and reflectively practicing a personal philosophy of education. Participants will be expected to reflect on their own learning, as well as dialogue with others, to build a meaningful education learning community.

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 the University by attempting to develop Christ-centered men and women with the values, knowledge, and skills needed to impact tomorrow’s world.

I. PREREQUISITES
None

II. REQUIRED RESOURCE PURCHASES
Click on the following link to view the required resources for the term in which you are registered: http://bookstore.mbsdirect.net/liberty.htm

III. ADDITIONAL MATERIALS FOR LEARNING
A. Computer
B. Internet access (broadband recommended)
C. Microsoft Word
   (Microsoft Office is available at a special discount to Liberty University students.)
IV. **Measurable Learning Outcomes**

Upon successful completion of this course, the student will be able to:

A. Reflect on personal assumptions about teaching and learning.

B. Engage in scholarly writing 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. Value the role and impact of teaching and learning within the context of Christian pedagogy.

F. Impact tomorrow’s world for Christ through teaching and learning.

V. **Course Requirements and Assignments**

A. Textbook readings and other readings

The course readings are foundational building blocks for the intellectual work the student will accomplish each week. Close reading involves active engagement with the author’s thoughts, followed by composing original thought via the weekly blog and/or other assignments.

B. Discussion Board Blog Assignment (8)

Each week, students will post a new thread inside their individual blogs on the Discussion Board. Blog entries (minimum of 400 words) should demonstrate thoughtful reflection on the materials studied by creatively incorporating information from the readings in order to dialogue with an “Internet constituency” of like-minded professionals. The purpose of composing the weekly blog entries is to develop critical thinking skills as a foundation for scholarly writing within the arena of teaching and learning. After composing the original blog entry, students will read and post comments as replies to at least two classmates’ blog entries. By the end of the course, the individual blogs will provide a progressive record of learning that can be used to help compose the Reflective Essay.

C. Book Review

The student will read *Pedagogy of the Oppressed* for several purposes, one of which is to write a scholarly book review (maximum of 1,000 words) that could be published in an academic journal.
D.  Case Study

Case studies are an excellent teaching tool to use for promoting dialogue. For this group assignment, students will collaborate to present a faculty in-service workshop on effective teaching, including both classroom and online situations. Each group will be assigned a chapter in the McKeachie text, and will compile a case study (2–4-page Word document) on a topic from that chapter for the in-service workshop. Then, the group will have the opportunity to analyze a case study written by another group.

E.  Conference Paper

The student will write a conference paper with the intention of presenting the paper at an academic conference related to his or her area(s) of scholarship or employment, such as AACC (American Association of Christian Counselors), AERC (Adult Education Research Conference), or a similar national or international association. The paper is to be written as a response to a “call for papers” from the association, and the writer should address some aspect of teaching and learning as discussed in this course (dialogue education, Christian pedagogy, etc.) . Sources should be cited for presentation purposes and scriptural usage must be in accordance with generally accepted scriptural interpretation and the doctrinal statement of Liberty University. Students will read all of their classmates’ papers and rate each one in order to determine which paper would ideally be presented at an upcoming conference.

F.  Reflective Essay

In Module 8, the student will compose an essay (800–1,000 words) on the following topic: “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. Cite all additional research using APA style.

VI.  COURSE GRADING AND POLICIES

A.  Points

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Discussion Board Blog (7 at 80 pts ea, 1 at 40 pts)</td>
<td>600</td>
</tr>
<tr>
<td>Book Review</td>
<td>100</td>
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<tr>
<td>Case Study (Part 1)</td>
<td>50</td>
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<tr>
<td>Case Study (Part 2)</td>
<td>50</td>
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<tr>
<td>Conference Paper</td>
<td>100</td>
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<tr>
<td>Reflective Essay</td>
<td>100</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>1000</strong></td>
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B.  Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>960–1000</td>
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<tr>
<td>A-</td>
<td>940–959</td>
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<tr>
<td>B+</td>
<td>920–939</td>
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<tr>
<td>B</td>
<td>900–919</td>
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<tr>
<td>B-</td>
<td>880–899</td>
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<tr>
<td>C+</td>
<td>860–879</td>
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<tr>
<td>C</td>
<td>840–859</td>
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<td>C-</td>
<td>820–839</td>
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<tr>
<td>D+</td>
<td>800–819</td>
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<tr>
<td>D</td>
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<tr>
<td>D-</td>
<td>760–779</td>
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<td>F</td>
<td>759 and below</td>
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C. Late Policy

Papers/projects:
1. 5% deduction per day.
2. No assignment will be accepted seven (7) days after original due date without written approval from the professor. This approval must be sought prior to assignment due date.
3. Discussion Boards:
   No Discussion Board posts accepted after DB has closed without prior permission of professor. Late posts will not be factored into DB grade.
   If the professor grants students permission to submit posts after the DB has closed the following requirements apply:
   a. 5% deduction per day.
   b. No assignment will be accepted seven (7) days after original due date without written approval from the professor. This approval must be sought prior to assignment due date.
   c. Professor may require alternate assignment if Discussion Board has closed. These assignments must be completed within terms of late policy. No assignment will be accepted seven (7) days after original due date.

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. 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.

D. Disability Assistance

Students with a documented disability may contact Liberty University Online’s Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations.
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 are responsible to avoid dual relationships with students such as entering a student-counselor or student-pastor relationship. Thus, the faculty do 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 either 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 distance learning dean. The incident and action taken will become part of the student’s permanent record.

VII. Bibliography


