

Department of Counseling and Educational Development  
The University of North Carolina at Greensboro

**CED 757, Practicum in University Teaching in Counseling**

Section 02  
Spring, 2005

**Instructor Name, Address, Phone**

Jane E. Myers, Ph.D., LPC  
Room 222, Curry Building, UNCG  
Office Hours: Wednesdays 1-4

Office: (336) 334-3429  
FAX: (336) 334-3433  
Home: (336) 859-1938  
[jemyers@uncg.edu](mailto:jemyers@uncg.edu)

**CACREP Standards Addressed in this Course (from 2001 Standards)**

Counselor Education and Supervision, Section II, Program Objectives and Curriculum, Part C, 2, theories and practices of counselor supervision; 3, instructional theory and methods relevant to counselor education; 8, ethical and legal considerations in counselor education and supervision (e.g., the *ACA Code of Ethics*); and 9, the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical, and mental status, local, regional, national, international perspective, and equity issues in counselor education programs.

**Course Prerequisites**

Students must be currently enrolled in the Ph.D./Ed.D. program in counselor education at UNCG and currently assigned as a graduate teaching assistant (GTA). For section 02, Graduate Teaching Assistants must have taught 200, 300, or 500 level courses in the counselor education program in the prior year(s).

**Course Purpose**

The Counselor Education Program at UNCG, in keeping with the standards of preparation of the American Counseling Association, requires individualized and group practicum learning activities for doctoral students in the Department who are assigned as graduate teaching assistants (GTA's). The purpose of the course is to provide opportunities for Ph.D. and Ed.D. students majoring in counseling to teach in a university setting under supervision. Supervision and mentoring will be provided through small group and individual meetings, as well as instructor and peer observations of teaching. Selected assignments will stimulate training in and use of technology for instruction.

**Course Objectives**

- a. Further develop and enhance effective teaching skills for college and university levels.

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- b. Further understanding of professional ethics as they relate to college and university teaching.
- c. Enhance skills in fair and appropriate evaluation of student work.
- d. Enhance skills in use of technology for instruction.

### **Evaluation of Student Performance/Assignments**

Credit hours for this course will not count toward graduation, however, letter grades are assigned. Students will be evaluated based on attendance and participation in seminar meetings as well reviews of teaching portfolios.

In addition, each student will provide background reading and lead a discussion on a topic relevant to evaluation or enhancement of teaching, pedagogy, teaching methods, or similar issues.

All students are strongly encouraged to attend technology training sessions, particularly on use of Blackboard, and to infuse Blackboard into courses.

### **Required Reading**

*Teaching Excellence: Toward the Best in the Academy*. Peruse or read all available volumes/issues, as well as materials on teaching available on the UNCG TLC website.

Seldin, P. (1991). *The Teaching Portfolio: A practical guide to improving performance and promotion/tenure decisions*. Bolton, MA: Anker Publishing Company, Inc.

[http://www.lgu.ac.uk/deliberations/portfolios/ICED\\_workshop/seldin\\_book.html](http://www.lgu.ac.uk/deliberations/portfolios/ICED_workshop/seldin_book.html)

Chapter 1, The Teaching Portfolio

Chapter 2, Choosing Items for the Teaching Portfolio

Selected Handouts

### **Recommended Reading**

Strike, K., & Soltis, J. (1998). *The Ethics of Teaching*. NY: Columbia University/Teachers College Press.

Lowman, J. (1999). *Mastering the techniques of teaching*. San Francisco: Jossey-Bass.  
Excerpt: <http://www.doyletics.com/arj/mttotrew.htm>.

McKeachie, W. (1994). *Teaching tips*. Heath & Co., Indianapolis, IN.

Purkey, W., & Novak, J. (1996). *Inviting school success: A self-concept approach to teaching, learning, and democratic practice*. Belmont, CA: Wadsworth Publishing Company.

Teaching Tips, three excellent on line sources:

1. UNL Teaching Tips: <http://www.unl.edu/teaching/Teachtips.html>

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2. Faculty Tips: <http://www.hcc.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/teachtip.htm>
3. Center for Teaching Excellence: <http://www.cte.iastate.edu/tips/>

### **Course Requirements**

- Attend and participate in all scheduled classes.
- Read required readings and other resources relative to teaching effectiveness.
- Provide instructor copy of your syllabus with preferred observation dates indicated.
  
- Attend training in use of Blackboard, if you have not yet done so.
- Develop your assigned course using Blackboard.
- Attend other technology training sessions as appropriate to student needs.
- Attend class of one other instructor to evaluate teaching methods and prepare peer review letter.
  
- Meet individually with instructor as needed to discuss important issues related to your class/teaching. Please seek consultation early relative to instructional challenges.

### **Tentative Course Schedule (all classes meet 12:15-1:30)**

Note: Time will be allotted in each class period to discuss what is happening in your classes.

<i>Date</i>	<i>Special Topic(s)</i>	<i>Guest Lecturers and Special Instructions</i>
1 - 19	Review of Syllabus & Course Schedule Your Courses and Teaching Goals End-of-Fall-Semester Grade Grievances	
2 - 2	Position Searches: Presenting Yourself as the Counselor Educator they Have to Hire!	Bring Vita to Share; Position Announcements to Discuss; Application Cover Letter
2 - 16	Electronic Library & Ingenta Sign-Ups	Meet in Jackson Electronic Library
3 - 2	What is an Outstanding Teacher? Class Progress at Mid-Point	
3 - 16	Course Construction & Organization	
3 - 30	Writing Student Recommendations & Endorsements	
4 - 13	CACREP Accreditation & Site Visitation: What it means for new faculty	
4 - 27	Course Wrap-Up	

