

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

EDCO 725

TEACHING & LEARNING

COURSE DESCRIPTION

An examination of established and emerging teaching and learning perspectives and practices, viewed through the lens of biblically framed pedagogy. Students will develop and reflectively practice their own philosophy of education in community contexts.

RATIONALE

One of the goals of the Ed.D. program is to prepare students to function effectively in a variety of academic settings. Students must possess the knowledge, skills, and practices necessary to design, teach, and evaluate a course delivered to a diverse student population. This course prepares students with essential skills they need to perform as a course instructor.

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 and video equipment
- B. Internet access (broadband recommended)
- C. Microsoft Word
(Microsoft Office is available at a special discount to LU students.)
- D. American Psychological Association. *Publication manual of the American Psychological Association* (Current ed). Washington, DC: Author.

IV. MEASURABLE LEARNING OUTCOMES

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

- A. Analyze the utility of various teaching/learning strategies for diverse students in the human services educational context.
- B. Compose a lesson plan consistent with masters-level course expectations that reflects:
 - 1. Current knowledge of adult learner characteristics
 - 2. Sound application of pertinent learning theories

3. Incorporation of active learning strategies
- C. Describe the core content of a syllabus

V. COURSE REQUIREMENTS AND ASSIGNMENTS

I want this class to be meaningful and practical for you. I want you to have confidence that you can succeed as a future professor if that is one of your goals. Accordingly, the assignments are meant to mimic what you would really do as a professor as much as possible.

A. COURSE REQUIREMENT CHECKLIST

As the first activity in this course, please read the syllabus and [Student Expectations](#). After reading the syllabus and Student Expectations, the student will then complete the related checklist found in Module/Week 1.

B. CLASS INTRODUCTION

In Module/Week 1, you will create a brief personal biography introducing yourself to the instructor and to the rest of the class. This question will be a little different compared to typical class introductions, as it will focus on aspects related to teaching and learning. See the Class Introductions online discussion forum for more information.

C. DRAFT LESSON IDEA

In this course, you will be doing things that a professor does. One of the most enjoyable things about being a professor is being able to develop classes that you have a passion for and teach them. For this assignment, you get to create a lesson in an area of interest. It's important that the lesson be masters level human services, counseling-related, school counseling-related, or pastoral care-related. You can develop a lesson focused on a particular therapy approach (for example, individual emotion-focused therapy), a particular population (for example, eating disorders), a particular area of the counseling field (for example, assessment, psychopathology, developmental counseling, or multicultural counseling), or another aspect of counseling/pastoral care. Instructor approval is needed for the topic area so you will interact with me around your topic ideas early in the second week of the course.

(Meets learning outcome B)

D. ONLINE DISCUSSION FORUMS (4)

Discussion boards are collaborative learning experiences with your peers. Therefore, you will create a thread in response to the provided prompt for each forum regarding the assigned viewings, and will also respond to one of your classmate's posts. In DBs 1, 2, & 4, your original thread will be at least 300 words and must demonstrate course-related knowledge. Reply posts should be 50 to 250 words and contain meaningful analysis and interaction. In online discussion forum

3, you will be teaching the lesson you developed in the DIA assignment (See description below) and posting a link to it as a part of the forum. Your peers will then review it. See guidelines and the rubric in the Assignment Instructions tab in Blackboard.

(Meets learning outcomes A-C)

E. LIVE DISCUSSION FORUM (1) OR ALTERNATE ASSIGNMENT

The Live Discussion Forum help us get on the same page at the beginning of the course so there are no surprises. The session is scheduled to meet Wednesday 9PM (ET) for its assigned weeks (See Course Calendar). As an alternate assignment, you may listen to the recording if you cannot make it to the LDF. Guidelines can be found under the Assignment Instructions tab in Bb.

(Partially meets learning outcomes A-C)

F. DESIGNING INSTRUCTION ASSIGNMENT (DIA DRAFT AND DIA FINAL)

How does a professor develop a lesson plan for a residential class or a workshop? You will develop a lesson related to a masters-level course of your interest. This lesson will incorporate adult learner characteristics and clear active learning strategies (i.e., not just an hour of lecture). You will design the specific teaching and learning aspects of your lesson as directed in two distinct stages (DIA Draft and DIA Final). Guidelines and rubrics for the draft and final submission of the DIA can be found under the Assignment Instructions tab in Bb.

(Meets learning outcomes A-B)

G. TEACHING DEMONSTRATION WITH SELF-EVALUATION

Would you go to a counselor who never had any practice counseling before your session? The same goes for being a professor. Practicing teaching just makes sense! As noted above in the description of online discussion forum 3, you will be teaching the lesson you developed in the DIA assignment and posting a link to it. Your peers will then review it on that discussion board. After you have analyzed the feedback from your peers about your teaching demonstration, you will consider whether to re-do your demonstration with adjustments based on their feedback or not. You will video it again (if appropriate), watch your video and evaluate your performance. You will submit your updated teaching demonstration link with your self-evaluation in week 7. See the guidelines and rubric for this assignment under the Assignment Instructions tab in Bb.

(Meets learning outcome A-B)

VI. COURSE GRADING**A. Points**

Course Requirement Checklist	10 pts.
Class Introduction	0 pts.
Draft Lesson Idea	30 pts.
Online Discussion Forums (#1&2@125; #3@175; #4@100)	525 pts.
Live Discussion Forum	20 pts.
Designing Instruction Assignment (Draft and Final @ 125 pts each)	250 pts.
Teaching Demonstration (Final) with Self-Evaluation	175 pts.
Total Points	1010 pts.

B. Scale

940–1000	A
920–939	A-
900–919	B+
860–899	B
840–859	B-
820–839	C+
780–819	C
760–779	C-
740–759	D+
700–739	D
680–699	D-
0–679	F

VII. COURSE POLICIES

THESE ARE THE STANDARD POLICIES OF THE ED.D. IN COUNSELING PROGRAM.

A. Academic Misconduct

Academic misconduct is strictly prohibited. See The Graduate Catalog for specific definitions, penalties, and processes concerning Honor Code and FN Policies for reporting.

B. Drop/Add Policies

The student is obliged to follow the drop/add policies identified in the graduate catalog.

C. Attendance Policies

The student is obliged to follow the attendance policies identified in the graduate catalog.

D. Dress Code

Students are expected to maintain a neat, professional appearance while in class. Consult your department for additional guidelines.

E. Classroom Policies

The use of cell phones is not permitted; the use of computers is provisional. The student may only use a computer for taking notes during class. Surfing the web, social networking, or any other activity on a computer that distracts the student from the lecture (in the opinion of the instructor) will result in the forfeiture of the privilege of computer use in class.

F. Student Conduct Policy

The student is expected to conduct himself/herself in a godly and civil manner when addressing the instructor or other students. While good healthy discussion will be expected and encouraged, at no time will personal attacks be tolerated.

G. Communications

Students are expected to communicate in a professional manner at all times with classmates, faculty, or LU employees. Because writing is a limited form of communication, it is more easily misinterpreted than face-to-face. Therefore, written communications should be courteous and well thought out to avoid offense. If any offense is perceived, the offender should be alerted first and privately. Reconciliation is the goal, but if it does not happen, the offended may then involve the instructor. Personal messages are not appropriate for posting in Blackboard. The student's Liberty email account will be used for all email communications. Announcements from the instructor or University may be posted in Blackboard.

H. Dual Relationships

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.

I. 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.

J. Disability Assistance

Residential students with a documented disability may contact the Office of Disability Academic Support (ODAS) in Green Hall 2668 to make arrangements for academic accommodations. For all disability testing accommodation requests (i.e. quieter environment, extended time, oral testing, etc.) the Testing Center (Green Hall 2700) is the officially designated place for all tests administered outside of the regular classroom.

Online 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. Further information can be found at www.liberty.edu/disabilitysupport.

COURSE SCHEDULE

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Textbooks:

Grunert O'Brien, J., Millis, B., & Cohen, M. (2008). *The course syllabus: A learning centered approach*. (2nd ed.). San Francisco: Jossey-Bass. ISBN # 978-0470197615

Svinicki, M. & McKeachie, W. (2014, 14th or later edition). *McKeachie's teaching tips: Strategies, research, and theory for college and university teachers*. Belmont, CA: Cengage Learning. ISBN: 9781133936794

West, J., Bubenzer, D., Cox, J., & McGlothlin (2013). *Teaching in counselor education: Engaging students in learning*. Alexandria, VA: American Counseling Association. ISBN: 9781556203299

Topics, readings, & lessons subject to change at the course instructor's discretion.

Module/Week	Lesson	Assignment	Points
1	Reading & Study: Svinicki & McKeachie ch 1, 5, 6, West Preface & ch 3, 1 article 5 videos 1 handout	Course Requirements Checklist Introductions Discussion Board	10 0
2	Reading & Study: Svinicki & McKeachie ch 14, 15, West ch 5 11 videos 2 handouts 1 PowerPoint	Live Discussion Forum or Alternate Assignment Draft Lesson Idea Online Discussion Forum 1 (Teaching Examples Review 1)	20 30 125
3	Reading & Study: Svinicki & McKeachie ch 16, 18, West ch 10, 3 videos 1 handout	Designing Instruction Assignment Draft	125
4	Svinicki & McKeachie ch 11, 20, 21	Online Discussion Forum 2 (Teaching Examples Review 2)	125

	West ch 6 3 videos 1 article		
5	Reading & Study: Svinicki & McKeachie ch 12, 13, 17 West ch 10 4 videos	Designing Instruction Assignment Final	125
6	Reading & Study: Svinicki & McKeachie ch 7, 9, 22 West ch 12	Online Discussion Forum 3: Teaching Demonstration (Draft) with Peer Feedback	175
7	Reading & Study: Svinicki & McKeachie ch 2 West ch 2, Grunert Part 1 2 videos	Teaching Demonstration (Final) with Self-Evaluation	175
8	Reading & Study: Svinicki & McKeachie ch 8, West ch 1 Grunert Part 2 2 videos	Online Discussion Forum 4 (Syllabus Development)	100
Total			1010