

All Fields Report

Basic Course Data

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By Susan Augustine

College	EH-Education, Health and Human Se
Department	LDES-Lifespan Development and Educa
Course Subject	CHDS-Counseling and Human Developme
Course Number	88294
Course Title	College Teaching in Counseling and Human Development Services
Title Abbreviation	College Teach Coun and Hum Dv
Cross Listed Course(s)	
Slash Course	No
Course Description	(Repeatable for credit) Application of planning, instructional and evaluation skills. Doctoral students lead skill training groups, lecture a large class and guide group discussion with faculty supervision. Arrangements for this experience to be made before semester begins. Prerequisite: doctoral standing.
Related Disciplines	
Proposal Information	
Requested Effective Term	Year: 2015 Semester: Fall

Course Credits/Hours

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Variable Hours Exist	No
Credit Hours	3.00 to
Contact Hours Per Week	
Lecture Hours	3.00 to
Lab Hours	
Other Hours	

Additional Course Information

Is this course part of:	
Can this course be repeated for credit?	Course Limit: Maximum Hours:
Course Level	Graduate
Grade Rule	Standard letter
Rationale for IP grade request (If applicable)	
Schedule Type	Lecture
Credit by Exam	Credit by exam - Not Approved

Course Learning Outcomes

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

1.	Knowledge of tasks, responsibilities, roles and activities of counselor educators/trainers.
2.	Knowledge of various formats and methods of teaching as well as appropriate applications of formats and methods.
3.	Knowledge of ethical and legal issues associated with teaching and training, evaluation of faculty teaching and student performance, and methods for seeking and adjusting to employment in academic settings.
4.	Demonstrate skill in conducting various formats of instruction.
5.	Demonstrate skill in critiquing own and others' teaching/training strengths and areas for improvement.
6.	Demonstrate skill in writing proposals for course training/instructional programs, and developing technology-based instructional supplements for use in a course.

Requisites

Edit/Delete	Requisite
	Prerequisite
	Doctoral standing.

Content Outline

Current Content

	3.00	Conference proposals
	6.00	Preparing to teach; Teaching philosophy
	3.00	Developing syllabi for courses for instructional/training programs.
	3.00	Teaching styles/preparing for various learning styles
	3.00	Technology and teaching; Problem students

	3.00	Distinguishing discussion and lecture formats of instruction
	3.00	Pedagogy relevant to current social and cultural issues
	3.00	Testing and grading
	3.00	Evaluating your teaching
	3.00	Changing the way in which we teach
	3.00	Teaching reflection discussion
	3.00	Promotion and tenure
	3.00	University support for teaching
	3.00	Motivating students
Total Contact Hours:	45	

Textbooks and Other Materials

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Books

You have no textbooks defined.

Manuals

You have no manuals defined.

Periodicals

You have no periodicals defined.

Software

You have no software defined.

Other

1.
to be determined by instructor

Activities That Support Outcomes

In-Class

Lecture and/or discussion on college teaching.
Teaching related experiences such as teaching a college level course, class presentations, developing activities to use

while teaching counselors in training, and/or other activities assigned by the instructor.

Out-Of-Class

Readings to support class discussions.

Activities to prepare students for college teaching, such as conference proposals, creating a teaching philosophy, designing a syllabus, self and peer assessments, and/or other activities assigned by the instructor.

Methods of Assessment and/or Evaluation of Student Learning

This section defines the ways students will demonstrate that they have met the course learning outcomes.

Multiple measures may include, but are not limited to, the following:

Typical Methods

- Oral Presentation
- Projects
- Homework

Additional Assessment Information

Proposal Summary

Explain the purpose for this proposal:

The purpose of this proposal is to change the subject from CHDS to CES to reflect a change in the name of the major. The content and methods of assessment/evaluation are also being updated.

Explain how this proposal affects program requirements and students in your unit:

No impact

Explain how this proposal affects courses, program requirements and students in other units:

No impact

Are existing facilities sufficient to support this course offering?

Yes

Is there an existing instructor(s) for this course, or will an additional instructor(s) need to be hired?

existing CES faculty: Jencius

Name of instructor(s) contributing to content development:

Jencius, Page, Cox

Units consulted (other departments, programs or campuses affected by the proposal):

None

KENT STATE UNIVERSITY
OFFICIAL COURSE OUTLINE

DEPARTMENT:	Lifespan Development and Educational Sciences
COLLEGE:	Education, Health and Human Services
COURSE SUBJECT:	CHDS - Counseling and Human Development Services
COURSE NUMBER:	88294
COURSE TITLE:	College Teaching in Counseling and Human Development Services
TITLE ABBREVIATION:	College Teach Coun and Hum Dv
CREDIT HOURS:	3.00

I. BASIC COURSE INFORMATION

CATALOG DESCRIPTION:

(Repeatable for credit) Application of planning, instructional and evaluation skills. Doctoral students lead skill training groups, lecture a large class and guide group discussion with faculty supervision. Arrangements for this experience to be made before semester begins.
Prerequisite: doctoral standing.

PREREQUISITE(S):

Doctoral standing.

COREQUISITE(S): None

SPECIAL APPROVAL(S): None

PRE/COREQUISTE(S): None

LECTURE HOURS: 3.00

LAB HOURS: None

OTHER HOURS: None

ATTRIBUTES: None

CROSS-LISTED: None

SLASH COURSE: None

REPEAT FOR CREDIT: Yes

COURSE LEVEL: Graduate

GRADE RULE: Standard letter

SCHEDULE TYPE: Lecture

CREDIT BY EXAM: N-Credit by exam - Not Approved

II. COURSE CONTENT

Content hours per course topic

- 3 Conference proposals

- 6 Preparing to teach; Teaching philosophy

- 3 Developing syllabi for courses for instructional/training programs.

- 3 Teaching styles/preparing for various learning styles

- 3 Technology and teaching; Problem students

- 3 Distinguishing discussion and lecture formats of instruction

- 3 Pedagogy relevant to current social and cultural issues

- 3 Testing and grading

- 3 Evaluating your teaching

- 3 Changing the way in which we teach

- 3 Teaching reflection discussion

- 3 Promotion and tenure

- 3 University support for teaching

- 3 Motivating students

- 45 TOTAL CONTACT HOURS

III. OUTCOMES/OBJECTIVES

Upon Satisfactory completion of this course, the students will be able to:

1. Knowledge of tasks, responsibilities, roles and activities of counselor educators/trainers.

2. Knowledge of various formats and methods of teaching as well as appropriate applications of formats and methods.

3. Knowledge of ethical and legal issues associated with teaching and training, evaluation of faculty teaching and student performance,

and methods for seeking and adjusting to employment in academic settings.

- 4. Demonstrate skill in conducting various formats of instruction.
- 5. Demonstrate skill in critiquing own and others' teaching/training strengths and areas for improvement.
- 6. Demonstrate skill in writing proposals for course training/instructional programs, and developing technology-based instructional supplements for use in a course.

Activities that support outcomes:

In-Class:

Lecture and/or discussion on college teaching.
Teaching related experiences such as teaching a college level course, class presentations, developing activities to use while teaching counselors in training, and/or other activities assigned by the instructor.

Out-Of-Class:

Readings to support class discussions.
Activities to prepare students for college teaching, such as conference proposals, creating a teaching philosophy, designing a syllabus, self and peer assessments, and/or other activities assigned by the instructor.

Methods of assessment and/or evaluation of student learning: Oral Presentation, Projects, Homework

Additional Assessment Information:

IV. TEXTBOOKS AND OTHER MATERIALS

TEXTBOOKS:

MANUALS:

PERIODICALS:

SOFTWARE:

OTHER:

1.

to be determined by instructor



first

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

last



Educational Policies Council Date:

Revision Effective Date: Fall ~~2012~~2015

Kent State University

Official Course Outline

Department: Lifespan Development and Educational Sciences
College: Education, Health and Human Services
Course Subject: CHDS - Counseling and Human Development Services
Course Number: 88294
Course Title: College Teaching in Counseling and Human Development Services
Title Abbreviation: College Teach Coun and Hum Dv
Credit Hours: 3.00

I. Basic Course Information

Catalog Description:

(Repeatable for credit) Application of planning, instructional and evaluation skills. Doctoral students lead skill training groups, lecture a large class and guide group discussion with faculty supervision. Arrangements for this experience to be made before semester begins. Prerequisite: doctoral standing.

Prerequisite(s):

Doctoral standing.

Corequisite(s): None

Special Approval(s): None

Pre/Corequisite(s): None

Lecture Hours: 3.00

Lab Hours: None

Other Hours: None

Attributes: None

Cross-Listed: None

Slash Course: None

Repeat for Credit: Yes

Course Level: Graduate

Grade Rule: Standard letter

Schedule Type: Lecture

Credit By Exam: N-Credit by exam - Not Approved

II. Course Content

Content hours per course topic

0 3

Conference proposals

6 Preparing to teach; Teaching philosophy

3 Developing syllabi for courses for instructional/training programs.

3 Teaching styles/preparing for various learning styles

3 Technology and teaching; Problem students

- 3 Distinguishing discussion and lecture formats of instruction
- 3 Pedagogy relevant to current social and cultural issues
- 3 Testing and grading
- 3 Evaluating your teaching
- 3 Changing the way in which we teach
- 3 Teaching reflection discussion
- 3 Promotion and tenure
- 3 University support for teaching
- 3 Motivating students
- 45 Total Contact Hours

III. Outcomes/Objectives

Upon Satisfactory completion of this course, the students will be able to:

1. Knowledge of tasks, responsibilities, roles and activities of counselor educators/trainers. ~~x000D~~
2. Knowledge of various formats and methods of teaching as well as appropriate applications of formats and methods. ~~x000D~~
3. Knowledge of ethical and legal issues associated with teaching and training, evaluation of faculty teaching and student performance, and methods for seeking and adjusting to employment in academic settings. ~~x000D~~
4. Demonstrate skill in conducting various formats of instruction. ~~x000D~~
5. Demonstrate skill in critiquing own and others' teaching/training strengths and areas for improvement. ~~x000D~~
6. Demonstrate skill in writing proposals for course training/instructional programs, and developing technology-based instructional supplements for use in a course.

Activities that support outcomes:

In-Class:

Lecture and/or discussion on college teaching. ~~x000D~~

Teaching related experiences such as teaching a college level course, class presentations, developing activities to use while teaching counselors in training, and/or other activities assigned by the instructor.

Out-Of-Class:

Readings to support class discussions. ~~x000D~~

Activities to prepare students for college teaching, such as conference proposals, creating a teaching philosophy, designing a syllabus, self and peer assessments, and/or other activities assigned by the instructor.

Methods of assessment and/or evaluation of student learning: Oral Presentation, Projects, Homework

Additional Assessment Information:

IV. Textbooks and Other Materials

Textbooks:

Manuals:

Periodicals:

Software:

Other:

1.

to be determined by instructor