PSYC 863 Counselor Education:
Mondays 6:00-8:00 PM Synchronous
Zoom:
Johnston 204

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Office Hours: By Appointment

This course is designed to help doctoral students develop their skills, practices and identity as a professional Counselor Educator through examination of adult learning theories and models, professional and accreditation-based learning objectives, course design and delivery, diversity, equity and inclusion in teaching, unique nuances of supporting counselors in training, gatekeeping and remediation, and professional identity as a counselor educator and researcher of teaching.

Official Course Description

The purpose of this course is to provide a student-directed experience to encourage active participation in the ongoing process of counselor education. The seminar is designed to foster professional identity and leadership/service to the counseling profession, insure that students are informed about current developments within the counseling profession, and assist students in integrating various aspects of the doctoral program. Professional, ethical, and social advocacy issues also are addressed throughout this seminar.

Course Objectives & CACREP 2016 Doctoral Standards

By the end of the course, students will be able to know, understand, and/or demonstrate competency in the following areas:

B. PROFESSIONAL IDENTITY

    3. TEACHING

        3a. roles and responsibilities related to educating counselors

        3b. pedagogy and teaching methods relevant to counselor education

        3c. models of adult development and learning

        3d. instructional and curriculum design, delivery, and evaluation methods relevant to counselor education

3e. effective approaches for online instruction

3f. screening, remediation, and gatekeeping functions relevant to teaching

3g. assessment of learning

3h. ethical and culturally relevant strategies used in counselor preparation

3i. the role of mentoring in counselor education

4. RESEARCH AND SCHOLARSHIP

4g. research questions appropriate for professional research and publication

COURSE CACREP STANDARDS and KPI CHART

CACREP STANDARDS INCLUDED IN COURSE	3.a.	3.b.	3.c.	3.d.	3.e.	3.f.	3.g.	3.h.	3.i.	4.f.	4.g.	4.k.
Overall Standards	x	x	x	x	x	x	x	x	x	x	x	x
ASSIGNMENT: Professional Portfolio and Teaching Philosophy	x	x	x									
ASSIGNMENT: Teaching and Counselor Training KPI3= I *KPI3 Teaching: Knowledge and skills relevant to effective teaching.*	x	x	x	x		x	x					
ASSIGNMENT: SoTL Research Proposal										x		x
Observations & Reflections	x	x	X	X	X	X	X	X	X	X	X	X
Level of KPI indicated by: I = Introductory R= Reinforcement M= Mastery												

III. Required Texts

Primary required texts include:

- Connected Teaching: Relationship, Power & Mattering in Higher Education available at https://www.amazon.com/Connected-Teaching-Relationship-Mattering-Education-dp-1620366371/dp/1620366371/ref=mt_other?_encoding=UTF8&me=&qid= (Links to an external site.)
- Chapters from the ACES-Teaching-Initiative-Taskforce-Final-Report-2016.pdf

Recommended Text:

- What the Best College Teachers Do available through the JMU Library at https://search.lib.jmu.edu/discovery/fulldisplay?docid=alma991001914589706271&context=L&vid=01JMU_INST:01JMU&lang=en&search_scope=MyInst_and_CI&adaptor=Local%20Search%20Engine&tab=Everything&query=any,contains,what%20the%20best%20college%20teachers%20do

You will also find a few readings from the following book you purchase for PSYC 862 Leadership & Advocacy:

- Counselor Education in the 21st Century: Issues and Experiences by Jane E. Atieno Okech (Links to an external site.) (Author), Deborah J. Rubel (Links to an external site.) (Author) https://www.amazon.com/Counselor-Education-21st-Century-Experiences/dp/1556203764/ref=sr_1_3?dchild=1&keywords=rubel+deborah&qid=1622850166&s=books&sr=1-3 (Links to an external site.)

You'll need to purchase a 7th Edition of the APA Manual. Information on APA formatting as well as the manual and JMU resources are available here: APA Style Resources

Selected articles listed in syllabus and posted on CANVAS.

V. Course Format

Regular Class Structure: Every class session will be structured in a similar manner and will include a combination of experiential learning, lecture, discussion, and reading. The standards of preparation and contribution to the overall discussion are significantly high for doctoral students and your full engagement in the co-creation of this experience is expected. **Given the hybrid nature of this course, pay close attention to the schedule provided here in the syllabus and on Canvas to differentiate between asynchronous learning, synchronous meetings, and low-residency weekend meetings.**

Class Participation and Student Conduct Each student is expected to attend **ALL** class meetings. If you feel that there are circumstances that will inhibit your ability to be fully present for this class, please let us know as soon as the situation arises, so that we can coordinate with you taking the course at a time when you can be successful.

Cell phone use, texting, and use of the internet will not be allowed during class. The following consequences of will occur if you choose to engage in disruptive behavior: (a) first we will ask you, privately, to stop, and (b) second, you will be dismissed for the remainder of the class.

The course is designed to be *student-centered* which means active participation is critical. It is expected that all students will come to class prepared. This also means completing all assigned readings before coming to class.

Expectations for Class Participation: As your instructor, I expect "Excellent Participation" as defined below. Poor participation will not be tolerated and students will be dismissed for the remainder of the class.

Excellent Participation	Average Participation	Poor Participation
Contributions in the class that indicate one has read and is up to date in course content, leads discussion, offers pertinent and succinct information without dominating the conversation, invites others in the class to participate in the discussion, and is open to sharing how o is affected by his/her profession.	Reacts to the contributions of others, responds when called upon by the instructor or peers, shows that one is following the class discussions yet doe not contribute often and does not lead conversations.	Absent and/or disregard and disrespect for peers and the instructor. This also includes non-verbal relational aggression (e.g., eye rolling).

Course Requirements
1. Given the amount of learning involved in class, your <u>attendance is critical</u> to successful completion of the course;
2. Actively participate in weekly discussions, activities, and course assignments;
3. Act and present yourself in a professional manner;
4. Complete all indicated readings and written assignments;
5. Actively and openly communicate so that we can make this course a learning experience for all of us.

Grading
The grade you receive for each assignment, and for the course, is the grade you earn. In order to pass this course, <u>all</u> assignments must be completed in alignment with the guidelines below. If you have questions about grading, you must see the course instructor as your questions arise; not after you have handed in your work or earned your grade. **All assignments are due in electronic format. Assignments that significantly exceed the page limit will not be graded.**

Written Work
All written work <u>must</u> be typed and follow APA format. Every document you submit needs to include a title page. Graduate level work needs to be typed double-spaced on one side of a page. **Assignments that do not follow this established criterion will be given back to the student to do again.**

Writing style should be formal, without use of contractions, slang, or abbreviations. The guide for the style is the *Publication Manual of the American Psychological Association, (6th ed.). You may visit* the JMU Writing Center at https://www.jmu.edu/uwc/ for more information. Be sure to carefully proof read all work before submitting it for evaluation. Students are expected to display good writing skills in all written work. Rubrics used to grade assignments will be posted on *CANVAS.*

Late Assignments

Assignments will be penalized ten (10) percent for each late day. Assignments will not be accepted after five (5) days and will average as a "zero." Students can view assignment due dates in the syllabus itinerary, as well as the course web site.

Grading Table

Assignments	Percentage	Final Grade
Professional Portfolio	15	**A= 100-90 points** "given for excellent work"
Observations & Reflections (5) Week 1-3 Week 4-5 Week 6-8 Week 9-11 Week 12-15	10 pts each (total 50)	**B= 89-80 points** "meets Graduate College expectations"
SoTL Research Proposal	15	**C= 79-70** "work below Graduate College expectations"
Syllabus Design & Class Lesson Design & Delivery (video)	20	**F= 69 and below** "indicates failure and means the class must be taken again with a passing grade before credit is allowed"

Professional Portfolio	
(**CACREP B. DOCTORAL PROFESSIONAL IDENTITY: 3. TEACHING: a., b., c.)**	

The Electronic Professional Portfolio (i.e. weebly) should include the following pages:

- A personal and professional introduction to you and your weebly, including a brief career narrative of your journey thus far. Specifically, write a 3-6 page paper on your personal career development, citing at least two major theories of career development, their pertinent principles, and how these aspects of the theories have informed your career path. Turn in your paper to the instructor and summarize aspects for your online narrative.
- Your vita
- Your teaching philosophy
- Current goals as a doctoral student (2-3 each for teaching, scholarship and service)
- An identification of at least two professional associations related to your areas of interest as well as your specific plans for participating in these organizations

Teaching and Counselor Training KPI:: Syllabus Design & Class Lesson Design & Delivery
(**CACREP B. DOCTORAL PROFESSIONAL IDENTITY: 3. TEACHING: a., b., c., d., f., g.)**

a. During Residency Weekend #1, we will work on course design and delivery including, but not limited to, building a CACREP-grounded syllabus and beginning the process of identifying student learning objectives, means of assessment, and necessary elements of a syllabus attuned to DEI, student well being, and indigenous/land recognition. One element of this assignment is the submission of this syllabus. Opportunity for in-class work during residency weekend #1 will be provided as well as opportunity for peer collaboration and feedback.

b. Second, you will design and deliver (via video) a lesson plan congruent with one of the learning objectives of the course you design. The lesson will be a minimum of 15 minutes long and a maximum of 20 minutes long. Opportunity for in-class work during residency weekend #2 will be provided as well as opportunity for peer collaboration and feedback.

c. This key assignment is part of the assessment process that documents your skills and practices relevant to counselor education. The lessons will be connected with a learning objective for the course and will be implemented through a process that will be included in the experiential portion of Residency Weekend #1 and Residency Weekend #2. For the specific teaching lesson, this includes the following:

- Instructional objectives for lesson 1
- Teaching activities and strategies for lesson 1
- Assessment of effectiveness of lesson 1

Your syllabus and teaching plan/lesson will be submitted as an assignment in Canvas and will also be included in your online portfolio teaching section.

SoTL Research Proposal	
(CACREP B. DOCTORAL PROFESSIONAL IDENTITY: 4. RESEARCH AND SCHOLARSHIP: f., k.)	

	You will develop a 5-page research proposal (include a rationale for your research and develop specific research questions you'd like to examine under the umbrella of Scholarship of Teaching & Learning. • Include rationale, research questions, and methodology. • Include 5-8 professional references related to your topic using APA style for • references. • Include appropriate research questions for the type of study you would like to complete • and address ethical and culturally relevant strategies for conducting this type of study.

Observations & Reflections (5 total)

(CACREP B. DOCTORAL PROFESSIONAL IDENTITY: 3. TEACHING: a., b., c. d., e., f., g., h.; 4. RESEARCH AND SCHOLARSHIP: f., k.)

	You will have five (5) Observations and Reflections due this semester. While interaction with peers is not "required", it is highly encouraged for the sharing of ideas, support and collegiality. These are available under "Discussions" in Canvas. Assignments are as follows:
	
	Observations & Reflections (5)
	  Week 1-3
	  Week 4-5
	  Week 6-8
	  Week 9-11
	  Week 12-15
	
	In preparation for class, you will complete a Discussion Board post that includes specific take-aways from the reading, what this means for your development as a counselor educator, and what will you take from this set of readings and/or videos moving forward. Included below is the specific format you'll follow each week:
	
	I. What?
	  In a minimum of 2 well-organized and thoughtful paragraphs, please discuss: What specifically stood out to you in the readings? What moved you or piqued your curiosity?
	  Then...
	  List five (5) specific take aways in the form of an excerpt from the reading or a direct quote from one of the articles/chapters/videos. These can be bullet pointed items. Each item must contain the proper APA citation. (p.s. This will come in quite handy when you begin some of your assignments.)

II. So what?

As you reflect on your "what's", please expand a little more into "so what does this mean for your evolving identity" as a counselor educator? Section I is concrete in the sense that you are pulling interesting items from the reading; whereas, Section II is the space where you make personal connections to the material. (1-2 paragraphs).

III. Now what?

This section is designed for you to share what you are now curious about - whether it be from more reading, more experiences, or what your peers might be thinking. You can wonder what you might do with this material you just read. You may reflect on some of the connections you're starting to make as we go week to week. (1-2 paragraphs).

As with all doctoral level classes, your attendance and participation is critical not only to your learning but to the learning of everyone in the course. Doctoral studies are highly student-centered and student influenced. There is a good amount of outside reading to help fuel in-class discussions and generate some great wonderings. All of the assignments are designed also as great opportunities for in-class and out-of-class discussions. Look to yourselves and to each other to get the most possible out of this experience. And use the Observations & Reflections to fully capture the readings, discussions, and any other elements of learning that you would like to archive.

University and Department Policy

Academic Honesty: Making references to the work of others strengthens your own work by granting you greater authority and by showing that you are part of a discussion located within an intellectual community. When you make references to the ideas of others, it is essential to provide proper attribution and citation. Failing to do so is considered academically dishonest, as is copying or paraphrasing someone else's work. The consequences of such behavior could range from failure on an assignment to failure in the course to dismissal from the University.

Because the disciplines of the Humanities value collaborative work, you will be encouraged to share ideas and to include the ideas of others in our papers. Please ask if you are in doubt about the use of a citation. Honest mistakes can always be corrected or prevented.

The JMU Honor Code is available from the Honor Council Web site: .

Inclement Weather:
This class will follow the JMU inclement weather policy, which states "For the safety and well-being of its students and employees, the university may close or limit its services based on inclement weather or other emergencies." If the decision to close is made, appropriate notification will be made on:

- JMU Weather Line 540-433-5300
- JMU Radio Station 1610AM
- JMU Home Page
- Local radio and television stations.

The inclement weather policy can be found in its entirety at
http://www.jmu.edu/JMUpolicy/1309.shtml
If you have special commuting needs, please contact me to discuss.

Disability Accommodations

If you need an accommodation based on the impact of a disability, you should contact the Office of Disability Services (Wilson Hall, Room 107, 540-568-6705) if you have not previously done so. Disability Services will provide you with an Access Plan Letter that will verify your need for services and make recommendations for accommodations to be used in the classroom. Once you have presented me with this letter, you and I will sit down and review the course requirements, your disability characteristics, and your requested accommodations to develop an individualized plan, appropriate for this course.

JMU abides by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, which mandate reasonable accommodations be provided for students with documented disabilities. If you have a disability and may require some type of instructional and/or examination accommodations, please contact me early in the semester so that I can provide or facilitate provision of accommodations you may need. If you have not already done so, you will need to register with the Office of Disability Services, the designated office on campus to provide services for students with disabilities. The office is located in Wilson Hall, Room 107 and you may call 540-568-6705 for more information.

Confidentiality and Title IX

Title IX addresses not only gender discrimination, but also sexual harassment and sexual violence, because they create a hostile educational environment. We are committed to creating a safe haven and an open atmosphere in this learning community. The personal information you share in your written assignments, class discussions, experiential activities, and counseling practice sessions enriches the learning experience for everyone. We want to let you know that, as educators, we are mandated by Title IX to report any suspected sexual harassment or sexual assaults of students. This mandate does not require identifying you and we are dedicated to addressing these concerns with sensitivity and consideration for your privacy and wellbeing. If you do want to report any event, the Title IX Coordinator is Amy Sirocky-Meck, Madison Hall 4035, sirockam@jmu.edu, 540-568-5219. You may also file a report with Title IX online at https://www.jmu.edu/access-and-enrollment/titleIX/index.shtml. Furthermore, we also will take necessary action to respond to any disclosures of dangerousness to self or others. For more information on resources and reporting options, refer to the Title IX website: https://www.jmu.edu/access-and-enrollment/titleIX/index.shtml

Religious Observation Accommodations

All faculty are required to give reasonable and appropriate accommodations to students requesting them on grounds of religious observation. The faculty member determines what accommodations are appropriate for his/her course. Students should notify the faculty by no later than the end of the Drop-Add period the first week of the semester of potential scheduled absences and determine with the instructor if mutually acceptable alternative methods exist for completing the missed classroom time, lab or activity.

CLASS SCHEDULE

Date	Topic	Reading/Assignments
Class 1 August 30th Asynchronous	Topics: • Becoming a Counselor Educator • Roles and responsibilities related to educating counselors (3.a.) Models of adult development and learning (3.c.) Learning theories and learning styles.	See Canvas Week 1 Page for Reading & Reflections. Assignment: Index of Learning Styles and Fact Sheet: https://www.webtools.ncsu.edu/learningstyles/ Begin Observations and Reflections #1 (due prior to class – September 6th)
Class 2 September 6 Synchronous	Topics: • Models of adult development and learning (3.c.) • Learning theories and learning styles sharing of ideas. • Pedagogy and teaching methods relevant to counselor education (3.b.) • Incorporating CACREP and licensure expectations into counselor training.	
Class 3 September 18 Residency	Topics: • Be sure to have finished Connected Teaching book. • Instructional and curriculum design, delivery, and evaluation methods relevant to counselor education (3.d.) • Planning Syllabus and Course Objectives and Strategies; • Pedagogy and Counselor Training.	Observations and Reflections #1: Follow up reflection due by Thursday
Class 4 September 20	Topics:	See Canvas Week 4 Page for Reading & Reflections.

Asynchronous	• Instructional and curriculum design, delivery, and evaluation methods relevant to counselor education (3.d.). • Assessment of Student Learning.	Assignment: Teaching Perspectives and Teaching Philosophy Begin Observations and Reflections #2
Class 5 **September 27** **Asynchronous**	Topics: • Effective approaches for online instruction (3.e.) • Online Learning. • Flipped Classrooms and other emerging trends in learning.	Continue Observations and Reflections #2(due prior to class #6). follow up reflection due by Thursday following asynchronous class meeting.
Class 6 **October 4** **Synchronous**	Topics: • Online Portfolio Development; • Continued work on Teaching Philosophy • Assessment of learning (3.g.) • Assessment of teaching – share teaching evaluations for student reflection and feedback	Begin Observations and Reflections #3. Add reflections from synchronous meeting by Thursday.
Class 7 **October 11** **Asynchronous**	Topic: • Continued Online Portfolio Development.	Continue Observations and Reflections #3
Class 8 **October 18** **Synchronous**	Topics: • Ethical and culturally relevant strategies used in counselor preparation (3.h.) CHBS Diversity Toolbox: Barriers Experienced by Minoritized Individuals in Higher Education Institutions https://chbs.jmu.edu/diversity-toolbox-jan21.html https://chbs.jmu.edu/diversity-	Continue Observations and Reflections #3 and complete by Thursday following synchronous class meeting.

	toolbox-nov20.htm l	
	Including diversity statements, acknowledgemnt of hardship, and indigenous lands statements in your courses.	
Class 9 October 25 Asynchronous	Topics: • The role of mentoring in counselor education (3.i.); • Gatekeeping, screening, remediation.	See Canvas Week Page for Reading & Reflections. Begin Observations and Reflections #4.
Class 10 November 1	Topics: • Gatekeeping • screening, remediation, and gatekeeping functions relevant to teaching (3.f.) • Delivery of class lessons, feedback, editing • (in preparation for residency weekend)	Continue Observations and Reflections #4. Add reflections from synchronous class by Thursday.
Class 11 November 8 Synchronous	Residency Weekend #2 • Gatekeeping • screening, remediation, and gatekeeping functions relevant to teaching (3.f.) • Delivery of class lessons, feedback, editing	Complete Observations and Reflections #4 following the residency weekend.
Class 12 November 15 Asynchronous	Editing class lesson. Peer review process. Final version due before break.	Upload the video of your class lesson to Discussion Board. View at least 2 peers with whom you have not already worked and comment.
Class 13 November 29 Asynchronous	Topic: • Scholarship of Teaching & Learning (SoTL)	
Class 14 December 6 Synchronous	Topic: • SoTL Collaborative Feedbac • Course reflections and wrap up.	SoTL Research Proposal due December 9th by 11:59 pm.

RESOURCES

Adkison-Bradley, C. (2013). Counselor education and supervision: The development of the CACREP doctoral standards. *Journal of Counseling & Development, 91*(1), 44-49.

Barrio Minton, C. A., Wachter Morris, C. A., & Yaites, L. D. (2014). Pedagogy in counselor education: A 10-year content analysis of journals. *Counselor Education and Supervision, 53*(3), 162-177.

Borders, L. D., Wester, K. L., Granello, D. H., Chang, C. Y., Hays, D. G., Pepperell, J., et al. (2012). Association for counselor education and supervision guidelines for research mentorship: Development and implementation. *Counselor Education and Supervision, 51*(3), 162-175.

Borders, L. D., Young, J. S., Wester, K. L., Murray, C. E., Villalba, J. A., Lewis, T. F., et al. (2011). Mentoring Promotion/Tenure-seeking faculty: Principles of good practice within a counselor education program. *Counselor Education and Supervision, 50*(3), 171-188.

Brown, M. (2013). A content analysis of problematic behavior in counselor education programs. *Counselor Education and Supervision, 52*(3), 179-192.

Byrne, J. S., & Shufelt, B. (2014). Factors for personal counseling among counseling trainees. *Counselor Education and Supervision, 53*(3), 178-189.

Dollarhide, C. T., Gibson, D. M., & Moss, J. M. (2013). Professional identity development of counselor education doctoral students. *Counselor Education and Supervision, 52*(2), 137-150.

Foster, J. M., Leppma, M., & Hutchinson, T. S. (2014). Students' perspectives on gatekeeping in counselor education: A case study. *Counselor Education and Supervision, 53*(3), 190-203.

Hunt, B. (2011). Publishing qualitative research in counseling journals. *Journal of Counseling & Development, 89*(3), 296-300.

Jorgensen, M. F., & Duncan, K. (2015). A grounded theory of master's-level counselor research identity. *Counselor Education and Supervision, 54*(1), 17-31.

Kaplan, D. M., & Gladding, S. T. (2011). A vision for the future of counseling: The 20/20 principles for unifying and strengthening the profession. *Journal of Counseling & Development, 89*(3), 367-372.

Lambie, G. W., & Vaccaro, N. (2011). Doctoral counselor education students' levels of research self-efficacy, perceptions of the research training environment, and interest in research. *Counselor Education and Supervision, 50*(4), 243-258.

Lawson, G., & Myers, J. E. (2011). Wellness, professional quality of life, and career-sustaining behaviors: What keeps us well? *Journal of Counseling & Development, 89*(2), 163-171.

Levitt, D. H., Farry, T. J., & Mazzarella, J. R. (2015). Counselor ethical reasoning: Decision-making practice versus theory. *Counseling and Values, 60*(1), 84-99.

Malott, K. M., Hall, K. H., Sheely-Moore, A., Krell, M. M., & Cardaciotto, L. (2014). Evidence-based teaching in higher education: Application to counselor education. *Counselor Education and Supervision, 53*(4), 294-305.

Mellin, E. A., Hunt, B., & Nichols, L. M. (2011). Counselor professional identity: Findings and implications for counseling and interprofessional collaboration. *Journal of Counseling & Development, 89*(2), 140-147.

Moran, K., & Milsom, A. (2015). The flipped classroom in counselor education. *Counselor Education and Supervision, 54*(1), 32-43.

Parker, L. K., Chang, C. Y., Corthell, K. K., Walsh, M. E., Brack, G., & Grubbs, N. K. (2014). A grounded theory of counseling students who report problematic peers. *Counselor Education and Supervision, 53*(2), 111-125.

Prosek, E. A., & Hurt, K. M. (2014). Measuring professional identity development among counselor trainees. *Counselor Education and Supervision, 53*(4), 284-293.

Rust, J. P., Raskin, J. D., & Hill, M. S. (2013). Problems of professional competence among counselor trainees: Programmatic issues and guidelines. *Counselor Education and Supervision, 52*(1), 30-42.

Savickas, M. L. (2012). Life design: A paradigm for career intervention in the 21st century. *Journal of Counseling & Development, 90*(1), 13-19.

Swank, J. M., & Smith-Adcock, S. (2014). Gatekeeping during admissions: A survey of counselor education programs. *Counselor Education and Supervision, 53*(1), 47-61.

Urofsky, R. I. (2013). The council for accreditation of counseling and related educational programs: Promoting quality in counselor education. *Journal of Counseling & Development, 91*(1), 6-14.

Warden, S. P., & Benshoff, J. M. (2012). Testing the engagement theory of program quality in CACREP-accredited counselor

Assignment Rubrics

Professional Portfolio

> **(CACREP B. DOCTORAL PROFESSIONAL IDENTITY: 3. TEACHING: a., b., c.)**

Excellent	Acceptable	Unacceptable
Well organized, clear, writing style, with no or very few formatting errors AND Comprehensive **demonstration and inclusion** of **all** of the following: • personal and • and professional introduction to you and your weebly, including a brief career narrative of your journey thus far. • your vita • your teaching philosophy • current goals as a doctoral student (2-3 each for teaching, scholarship and service) • your syllabus and class lesson video as part of the teaching page • an identification of at least two professional associations related to your areas of interest as well as your specific plans for participating in these organizations • other pages or sections deemed relevant during your lessons on developing an online portfolio	Generally organized, clear, and consistent, with minimal errors AND somewhat comprehensive **demonstration and inclusion** of **all** of the following: • personal and • and professional introduction to you and your weebly, including a brief career narrative of your journey thus far. • your syllabus and class lesson video as part of the teaching page • your vita • your teaching philosophy • current goals as a doctoral student (2-3 each for teaching, scholarship and service) • an identification of at least two professional associations related to your areas of interest as well as your specific plans for participating in these organizations	Many formatting and/or organizational errors AND/OR does not include comprehensive **demonstration and inclusion** of **all** of the following: • personal and • and professional introduction to you and your weebly, including a brief career narrative of your journey thus far. • your syllabus and class lesson video as part of the teaching page • your vita • your teaching philosophy • current goals as a doctoral student (2-3 each for teaching, scholarship and service) • an identification of at least two professional associations related to your areas of interest as well as your specific plans for participating in these organizations

Scholarship of Teaching & Learning Research Proposal

(CACREP B. DOCTORAL PROFESSIONAL IDENTITY: 4. RESEARCH AND SCHOLARSHIP: f., k.)

Excellent	Acceptable	Unacceptable
Produces a comprehensive 4-5 page 5-page research proposal that includes: • rationale for your research • specific research questions to be • examined • probable methodology • 5-8 professional references • about the topic using APA style • 2 examples of ethical and • culturally relevant strategies for • conducting this proposed study	Produces a somewhat comprehensive 4-5 page research proposal that includes: • rationale for your research • specific research questions to be • examined • probable methodology • 5-8 professional references • about the topic using APA style • 2 examples of ethical and • culturally relevant strategies for • conducting this proposed study	Does not produce a comprehensive 4-5 page research proposal that includes: • rationale for your research • specific research questions to be • examined • probable methodology • 5-8 professional references • about the topic using APA style • 2 examples of ethical and • culturally relevant strategies for • conducting this proposed study
Well organized, clear, writing style, with no or very few formatting errors.	Generally organized, clear, writing style, with no or very few formatting errors.	Many formatting and/or organizational errors.