**CHD 641 – Spring 2016**

**DEVELOPMENT & MANAGEMENT OF SCHOOL COUNSELING PROGRAMS**

**Instructor: Karen Moore Townsend, Ph. D., NCC Office: 414 Stevens Hall**

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Office Hours: M 3:30 p.m. – 6:00 p.m.; W 3:00 p.m. – 6:00 p.m.;

Th 3:30 p.m. – 4:00 p.m., 5:45 p.m. – 6:45 p.m.; T, F by appointment

\*Additional hours are available by appointment. *Occasionally, other obligations (i.e., committee meetings) may impose upon stated office hours.*

**Course Description:** An examination of the organization and implementation of the counseling and guidance functions of school counselors. This course integrates the role of the school counselor with that of other instructional and administrative personnel in public and private schools.

**Conceptual Framework:**

1. Have content and pedagogical knowledge to demonstrate professionalism through a set of beliefs, actions, dispositions and ethical standards that form the core of their practice.

2. Have the knowledge and ability to use assessment strategies to guide teaching and learning, especially impact on student learning, and to strengthen instruction and increase professional growth.

3. Form communities of learners with other teachers, parents, and members of the community, through collaboration, teamwork, and research-based approaches.

4. Use technology to support assessment, planning and instruction for promoting student learning.

5. Value and plan for diversity in curriculum development, instructional strategies and in the promotion of social consciousness.

6. Know and use self-awareness and reflection as decision-making tools for assuring student learning, professional performance and personal growth.

**Referenced Standards:**

AL-SDE 290-3-3-.50 (3)(e)1.(iv) – Knowledge of crisis intervention and suicide prevention models, including the use of psychological first aid strategies.

AL-SDE 290-3-3-.50 (3)(j)1.(i) – Knowledge of how to design, implement, manage, and evaluate programs to enhance the academic, career and personal/social development of students.

AL-SDE 290-3-3-.50 (3)(j)1.(iv) – Knowledge of career, educational, and psycho-social information for use in both counseling and instructional programs designed to emphasize the relationship between educational decision-making and career choice and lifestyle; and the need for life-long learning necessitated by technological changes.

AL-SDE 290-3-3-.50 (3)(j)2.(ii) – Ability to plan a comprehensive, developmental school-counseling program.

AL-SDE 290-3-3-.50 (3)(k)1.(ii) – Community, environmental, and institutional opportunities that enhance, as well as barriers that impede, the academic, career, and personal/social development of students.

AL-SDE 290-3-3-.50 (3)(l)1.(iii) – Basic strategies for evaluating counseling outcomes in school counseling (such as behavioral observation and program evaluation).

AL-SDE 290-3-3-.50 (3)(l)2.(ii) – Develop measurable outcomes for school counseling programs, activities, interventions, and experiences.

AL-SDE 290-3-3-.50 (3)(l)1.(iv) – Knowledge of current methods of using data to inform decision making and accountability (such as school improvement plan and school report card).

AL-SDE 290-3-3-.50 (3)(m)1.(i) – Knowledge of the relationship of the school counseling program to the academic mission of the school.

AL-SDE 290-3-3-.50 (3)(m)1.(ii) – Knowledge of the concepts, principles, strategies, programs, and practices designed to close achievement gaps, promote student academic success, and prevent students from dropping out of school.

AL-SDE 290-3-3-.50 (3)(m)1.(iii) – Knowledge of curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling and guidance related material.

AL-SDE 290-3-3-.50 (3)(m)2.(i) – Ability to conduct programs designed to enhance student academic development.

AL-SDE 290-3-3-.50 (3)(m)2.(ii) – Ability to implement strategies and activities to prepare students for a full range of postsecondary options and opportunities.

AL-SDE 290-3-3-.50 (3)(n)1.(v) – Knowledge of curriculum strategies that emphasize relationships between educational choices and lifestyle/career choices.

AL-SDE 290-3-3-.50 (3)(o)1.(i) – Knowledge of planning, implementation/management, and evaluation of a comprehensive, developmental counseling program which includes conducting needs assessments, setting goals, and measuring and evaluating performance; and budgeting.

AL-SDE 290-3-3-.50 (3)(o)1.(ii) – Knowledge of time management techniques that will maximize the number of student served.

CACREP – 2009.SC.A.7 – Understands the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events.

CACREP – 2009.SC.C.2 – Knows how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students.

CACREP – 2009.SC.C.6 – Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention.

CACREP – 2009.SC.E.1 – Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.

CACREP – 2009.SC.E.2 – Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students.

CACREP – 2009.SC.E.3 – Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.

CACREP – 2009.SC.E.4 – Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.

CACREP – 2009.SC.G.3 – Identifies various forms of needs assessments for academic, career, and personal/social development.

CACREP – 2009.SC.H.1 – Assesses and interprets students’ strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.

CACREP – 2009.SC.H.3 – Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.

CACREP – 2009.SC.I.3 – Knows basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation).

CACREP – 2009.SC.I.4 – Knows current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card).

CACREP – 2009.SC.I.5 – Understands the outcome research data and best practices identified in the school counseling research literature.

CACREP – 2009.SC.J.3 – Analyzes and uses data to enhance school counseling programs.

CACREP – 2009.SC.K.1 – Understands the relationship of the school counseling program to the academic mission of the school.

CACREP – 2009.SC.K.2 – Understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school.

CACREP – 2009.SC.K.3 – Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material.

CACREP – 2009.SC.L.1 – Conducts programs designed to enhance student academic development.

CACREP – 2009.SC.L.2 – Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.

CACREP – 2009.SC.L.3 – Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.

CACREP – 2009.SC.M.6 – Understands the various peer programming interventions (e.g., peer mediation, peer mentoring, peer tutoring) and how to coordinate them.

CACREP – 2009.SC.M.7 – Knows school and community collaboration models for crisis/disaster preparedness and response.

CACREP – 2009.SC.O.5 – Understands the school counselor’s role in student assistance programs, school leadership, curriculum, and advisory meetings.

**Prerequisites:** None

**Required Readings:**

Perusse, R. & Goodnough, G. (2004). *Leadership, advocacy, and direct service strategies for professional school counselors.* Belmont, CA: Thomson Learning.

Stone, C. B. & Dahir, C. A. (2011). *School counselor accountability: A measure of student success* (3rd ed*.*). Upper Saddle River, NJ: Pearson.

*Comprehensive Counseling and Guidance State Model for Alabama Public Schools*

Handouts as assigned in class.

Tk20

**Instructional Modalities:** Lecture, discussion, higher order questioning, case studies, modeling, cooperative learning, experiential exercises.

**Student Knowledge and Skill Outcomes and Course Competencies:**

Upon completion of this course, students shall demonstrate knowledge and understanding of the following:

1. Understands the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events, including a knowledge of crisis intervention and suicide prevention models, including the use of psychological first aid strategies, and the potential impact on students, educators, and schools, and knows the skills needed for crisis intervention. (AL-SDE 290-3-3-.50 (3)(e)1.(iv); CACREP – 2009.SC.A.7; CACREP – 2009.SC.C.6; CACREP – 2009.SC.M.7).
2. Knowledge of how and ability to assess, plan, design, implement, manage, measure, evaluate, and budget developmental, comprehensive school counseling programs, including activities, interventions, and experiences, to enhance the academic, career and personal/social development, of students (AL-SDE 290-3-3-.50 (3)(j)1.(i); AL-SDE 290-3-3-.50 (3)(j)2.(ii); AL-SDE 290-3-3-.50 (3)(l)2.(ii); AL-SDE 290-3-3-.50 (3)(o)1.(i); CACREP – 2009.SC.C.2).
3. Knowledge of career, educational, and psycho-social information for use in both counseling and instructional programs designed to emphasize the relationship between educational decision-making and career choice and lifestyle; and the need for life-long learning necessitated by technological changes (AL-SDE 290-3-3-.50 (3)(j)1.(iv)).
4. Understanding of cultural, ethical, economic, legal, political, community, environmental, and institutional opportunities that enhance, issues, as well as barriers that impede, the academic, career, and personal/social development of students, including ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity (AL-SDE 290-3-3-.50 (3)(k)1.(ii); CACREP – 2009.SC.E.1; CACREP – 2009.SC.E.2; CACREP – 2009.SC.E.4).
5. Knowledge of basic strategies for evaluating counseling outcomes in school counseling (such as behavioral observation and program evaluation) (AL-SDE 290-3-3-.50 (3)(l)1.(iii); CACREP – 2009.SC.I.3).
6. Knowledge of current methods of using data to inform decision making and accountability (such as school improvement plan and school report card) (AL-SDE 290-3-3-.50 (3)(l)1.(iv); CACREP – 2009.SC.I.4; CACREP – 2009.SC.J.3).
7. Knowledge of the relationship of the school counseling program to the academic mission of the school and ability to conduct programs to enhance student academic development (AL-SDE 290-3-3-.50 (3)(m)1.(i); AL-SDE 290-3-3-.50 (3)(m)2.(i); CACREP – 2009.SC.K.1; CACREP – 2009.SC.L.1).
8. Knowledge of the concepts, principles, strategies, programs, and practices designed to close achievement gaps, promote student academic success, and prevent students from dropping out of school (AL-SDE 290-3-3-.50 (3)(m)1.(ii) ; CACREP – 2009.SC.K.2).
9. Knowledge of curriculum design, time management techniques, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling and guidance related material (AL-SDE 290-3-3-.50 (3)(m)1.(iii); AL-SDE 290-3-3-.50 (3)(o)1.(ii); CACREP – 2009.SC.K.3; CACREP – 2009.SC.L.3).
10. Knowledge of and ability to implement curriculum strategies that emphasize relationships between educational choices and lifestyle/career choices to prepare students for a full range of postsecondary options and opportunities (AL-SDE 290-3-3-.50 (3)(m)2.(ii); AL-SDE 290-3-3-.50 (3)(n)1.(v); CACREP – 2009.SC.L.2).
11. Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families (CACREP – 2009.SC.E.3).
12. Identifies and analyzes various forms of needs assessments for academic, career, and personal/social development, and for the effectiveness of educational programs, assesses and interprets students’ strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities, and in a manner that produces valid inferences (CACREP – 2009.SC.G.3; CACREP – 2009.SC.H.1; CACREP – 2009.SC.H.3).
13. Understands the outcome research data and best practices identified in the school counseling research literature (CACREP – 2009.SC.I.5).
14. Understands the various peer programming interventions (e.g., peer mediation, peer mentoring, peer tutoring) and how to coordinate them (CACREP – 2009.SC.M.6).
15. Understands the school counselor’s role in student assistance programs, school leadership, curriculum, and advisory meetings (CACREP – 2009.SC.O.5).

**Evaluation Objectives**

Classroom Guidance Lessons – 30% 2, 3, 7, 8, 9, 10

Group Plan – 15% 3, 13

Portfolio – 15% 1, 15

Midterm Exam/MEASURE Project – 15% 4, 5, 6, 7, 8, 9, 11, 12, 14, 15

Final Exam/Substance Abuse Module – 15%

Attendance and Participation – 10%

**Grading Scale:** A = 90 to 100, B = 80 to 89, C = 70 to 79, D = 69 to 60, F = 59 and below.

***\*Five points may be deducted from the total grade for each day an assignment is late.***

***\*Part of the grade will be a professional, subjective decision by the instructor.***

**Description of Course Requirements**

**Course Requirements:**

**1.**  **Attendance and Participation:** Students are expected to attend all classes, be on time, prepare for each class, and actively participate in discussions and class activities. **10% of final grade**

**2.** **Classroom Guidance:** Conduct 3 classroom guidance lessons. Each lesson should be presented as if you were in a school (including all materials and activities) working with a class of students. Also, you should provide your classmates and the instructor with handouts so they will have all the information they need to incorporate these into their own classroom guidance activities in the future. One classroom guidance lesson will be in the academic domain, another will be in the career domain, and the third will be in the personal/social domain. Attached is a lesson plan outline that you will use.  At least 1 of your classroom guidance lessons must incorporate use of a student-created PowerPoint presentation. **30% of final grade, total of 3 lessons (10% x 3)**

**3.** **Group Plan:** Pick a topic of particular interest and find 5 articles concerning that topic. Articles must be current (within the last 10 years) and found in professional/scholarly (peer-reviewed) journals; no book reviews or book chapters should be used. Take the information you learn in your reading to devise a plan for a group that you might have in a school. The first page should be a cover page. Then, include your article summaries and a copy of each article. Each article summary should be 1 to 2 pp. in length, double spaced, using APA approved font. Your next page should provide an overview of the group plan including, in outline format, a description of the target population of the group, the number of group participants, the number of sessions (between 5 – 7) and the desired goals. Include the plan for each session with an outline of the objectives and of the methods, along with materials for any activities in which students would participate. **15% of final grade**

**5.  Portfolio:** Your portfolio will be the groundwork for you to develop a comprehensive developmental counseling program for your school, and for your professional evaluations. This preliminary document will include (a) a Power Point presentation you have created, (b) a sample monthly calendar including your planned activities and a monthly theme, (c) a sample annual calendar (August – May) including scheduled activities, test dates, and monthly themes, (d) the plan for a school counseling-related bulletin board, (e) a referral form for a student to self-refer, (f) a referral form for a parent to refer his/her child, (g) a referral form for a teacher to refer a student, (h) a sample counseling log sheet, (i) a list of resources appropriate for a school counselor, (j) a crisis plan, (k) your group plan (see above), (l) a list of high school courses required for graduation and the grades in which each course is typically taken, (m) dual enrollment procedures from an area high school, and (n) all of the classroom guidance lessons that you have accumulated this semester, both your own and those of other class members, filed according to the domains: academic, personal/social, career (see above). **15% of final grade**

**6.  Midterm Exam/MEASURE 15% of final grade**

**7.  Final Exam/Substance Abuse Module:** Included in class will be material devoted to understanding systems, substance abuse issues and the interrelationship of various systems in the prevention and intervention made necessary by the use and abuse of substances**. (Students missing this class must take the pretest, study the materials [including watching a video] and take the posttest on their own time). 15% of final grade**

**Academic Honesty.**  Students of the university academic community are expected to adhere to commonly accepted standards of academic honesty. Allegations of academic dishonesty can reflect poorly on the scholarly reputation of the University including students, faculty and graduates. Individuals who elect to commit acts of academic dishonesty such as cheating, plagiarism, or misrepresentation will be subject to appropriate disciplinary action in accordance with university policy.

Incidents of possible student academic dishonesty will be addressed in accordance with the following guidelines:

1. The instructor is responsible for investigating and documenting any incident of alleged academic dishonesty that occurs under the instructor’s purview.

2. If the instructor finds the allegation of academic dishonesty to have merit, then the instructor, after a documented conference with the student, will develop a plan for disciplinary action. If the student agrees to this plan, then both instructor and student will sign the agreement. The faculty member will forward a copy of the signed agreement to the Office of Student Conduct for record-keeping purposes.

3. If the student disagrees with the instructor’s proposed plan for disciplinary action and wishes to take further action, he/she is responsible for scheduling a meeting with the chair of the department where the course is housed to appeal the proposed disciplinary plan. The department chair shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. If a resolution is reached, the disposition of the case will be forwarded to the Office of Student Conduct. If a resolution at the departmental level is not reached and the student wishes to take further action, he/she is responsible for scheduling a meeting with the dean of the college where the course is housed to appeal the proposed disciplinary plan. The college dean shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. If a resolution is reached, the disposition of the case will be forwarded to the Office of Student Conduct. If a resolution at the college level is not reached and the student wishes to take further action, he/she is responsible for scheduling a meeting with the Vice President for Academic Affairs and Provost (VPAA/P) to appeal the proposed disciplinary plan. The VPAA/P shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. After reviewing all documentation, the VPAA/P may, at his/her discretion, choose either to affirm the proposed action, to refer the case to the Office of Student Conduct for further review, or to dismiss the matter depending on the merits of the case. The final disposition of the case will be disseminated to appropriate parties, including the Office of Student Conduct.

4. If a student is allowed academic progression but demonstrates a repeated pattern of academic dishonesty, the VPAA/P may, after consultation with the Office of Student Conduct, assign additional penalties to the student, including removal from the University.

**Attendance**

**UNA’s attendance policy states:** “Graduate work is based on levels of maturity and seriousness of purpose which assume regular and punctual class attendance. In order to protect academic status, circumstances necessitating extended absences should be the basis for conferral with the appropriate college dean. Each student is directly responsible to the individual professor for absences and for making up work missed. Particular policies and procedures on absences and makeup work are established in writing for each class, are announced by the professor at the beginning of the term, and for excessive absences, may provide for appropriate penalties including reduction in grades or professor-initiated withdrawal from class. Official written excuses for absences are issued only for absences incurred in connection with university-sponsored activities. For all other types of group or individual absences, including illness, authorization or excuse is the province of the individual professor.” (p.33)

**All faculty in the Counselor Education department have adopted the following policy:**

If a student misses more than four classes, that student will be required to withdraw from the course. *If the fifth absence occurs after the withdrawal deadline, the student will receive a failing grade.*

**Accommodations**

**UNA Policy for Accommodations:**

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Amendment Act of 2008, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Disability Support Services to initiate the process to develop an accommodation plan. This accommodation plan will not be applied retroactively. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Disability Support Services (256-765-4214).

**Title IX --** The University of North Alabama has an expectation of mutual respect.Students, staff, administrators, and faculty are entitled to a working environment and educational environment free of discriminatory harassment. This includes sexual violence, sexual harassment, domestic and intimate partner violence, stalking, gender-based discrimination, discrimination against pregnant and parenting students, and gender-based bullying and hazing.

**Faculty and staff are required by federal law to report any observations of harassment (including online harassment) as well as any notice given by students or colleagues of any of the behaviors noted above.** Retaliation against any person who reports discrimination or harassment is also prohibited. UNA’s policies and regulations covering discrimination and harassment may be accessed at [www.una.edu/titleix](http://www.una.edu/titleix). If you have experienced or observed discrimination or harassment, confidential reporting resources can be found on the website or you may make a formal complaint by contacting the Title IX Coordinator at 256-765-4223.

**UNA Portal Statement**

The University of North Alabama’s official communication vehicle is UNA Portal – with an emphasis on email (accessed through the homepage at [http://www.una.edu](http://www.una.edu/)). Please check this email account **regularly** and route Canvas communications to it as well to ensure timely communication regarding course, program, and university matters.

**Tk20 Statement**

Tk20 is the official assessment management system of the University of North Alabama’s College of Education and Human Sciences.  All undergraduate and graduate programs leading to educator certification; undergraduate programs in Exercise Science, Fitness Management, Health Promotion, Recreation, and Sport Management; and all CACREP accredited programs require key assessments, projects, work samples, applications, professional testing and certification recommendations that will be collected, processed, and archived through the Tk20 system.

It is the responsibility of each student pursuing any degree or certification in the programs mentioned above to pay the one-time COEHS Assessment Fee, which will be billed through the student’s University account.  The fee will allow the student access to Tk20, and may be utilized for ten years from the activation date. Students with Assessment Fee billing issues should contact Dr. Katie Kinney, Tk20 Administrator at tk20@una.edu.

**Electronic Devices**

Cell phones and other electronic devices are not permitted in class and should not be visible or audible. If a student needs cell phone access for a personal emergency or on-call work situation, the student may keep the phone visible and in vibrate or silent mode. Permission of the instructor must be obtained prior to class in these situations.

**Emergency Procedures**

Upon hearing the fire/emergency alarm, or when instructed by the building coordinator to do so, students will evacuate the building under the supervision of the faculty and staff. While evacuating, please keep in mind the following:

* Assist persons with physical disabilities, if needed.
* Do not use the elevators.
* Time permitting, close all doors and windows.
* Alert others in the building as you exit.

Faculty, staff and students will stay in a designated assembly area until notified otherwise by authorized personnel, including UNA facilities staff, UNA Police Officers, UNA Administrators, or Fire Department personnel.

***Assignments submitted for this course shall not contain any portion of materials submitted in another course.***

***Five points may be deducted for each day beyond the due date that late assignments are submitted.***

**Class Schedule & Course Content**

**Date Topic**

1/6 Course Introduction

1/13 Academic Achievement P&G – 1 & 2

Demonstration of Classroom Guidance: Academic

1/20 Accountability, the ASCA National Model, & Data S&D – 1, 2, & 3

1/27 ***Voice from the Field:***

2/3 **Classroom Guidance Student Presentations I: Academic**

2/10 Loss & Grief P&G – 9

***Voice from the Field:***

2/17 MEASURE, Accountability, & Preparing for the Future S&D – 4, 5, & 6

2/24 ***Voice from the Field:***

3/2 World of Work & Career Development P&G - 3, 4, & 5

Demonstration of Classroom Guidance: Career

3/9 **Midterm Exam**

School Counselor Bulletin Board

3/16 **Classroom Guidance Students Presentations II: Career**

3/23 Racial & Ethnic Groups, LGBTQ Students, Violence Prevention & Peer Mediation P&G – 6, 7, & 8

Demonstration of Classroom Guidance III: Personal/Social

3/30 Spring Holidays—University Closed

4/6 Stress Management, Sexual Harassment P&G – 11 & 12

4/13 **Group Plan Due**

***Voice from the Field:***

4/20 **Classroom Guidance Student Presentations III: Personal/Social**

4/27 **Portfolio Due**

Creative Strategies for Working with Students

***Voice from the Field:***

5/4 Substance Abuse P&G - 10

Substance Abuse Module, Video, **Pretest/Posttest**

***This schedule should be considered a tentative outline for the course and subject to change.***

**Referenced Standards, College of Education Conceptual Framework:**



**UNIVERSITY OF NORTH ALABAMA**

**COLLEGE OF EDUCATION**

**CONCEPTUAL FRAMEWORK**

***“Engaging Learners,***

***Inspiring Leaders,***

***Transforming Lives”***

The College of Education’s Conceptual Framework, which is continuously evaluated in an outcome-based system, establishes a shared vision in preparing educators to work effectively in P-12 schools; provides direction for programs, courses, teaching, candidate performance, scholarship, service and accountability; and is knowledge-based, articulated, shared and consistent with the University of North Alabama’s institutional mission:

*“Changing lives. Creating futures.”*

The Conceptual Framework is designed to reflect current research-based knowledge and effective practices through professionalism, assessment, collaboration, technology, diversity and reflection.

The UNA College of Education prepares “Knowledgeable Practicing Professionals” who:

* Demonstrate professionalism through a set of beliefs, actions, dispositions and ethical standards that form the core of their practice;
* Have the knowledge and ability to use assessment strategies to guide teaching and learning, especially impact on student learning, and to strengthen instruction and increase professional growth;
* Form communities of learners through collaboration, teamwork and research-based approaches;
* Use technology to support assessment, planning and instruction for promoting student learning;
* Value and plan for diversity in curriculum development, instructional strategies and in the promotion of social consciousness;
* Know and use self-awareness and reflection as decision-making tools for assuring student learning, professional performance and personal growth.

Graduates of the University of North Alabama’s College of Education are knowledgeable, practicing professionals who are prepared as outstanding educators and leaders through achievement of the highest standards of knowledge and practice to assist all candidates to learn.

**Revised November 2007**

**Signature**

I have received a copy of the syllabus for CHD 641. I have read the syllabus and have been offered an opportunity to ask questions about it. I understand and agree to the requirements in this syllabus.

Name (please print) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_