

**CHD 641 – FALL 2013**  
**DEVELOPMENT & MANAGEMENT OF SCHOOL COUNSELING PROGRAMS**

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*\*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.6.SCH.A.2 - relationship of the school counseling program to the academic and student services program in the school.

CACREP.6.SCH.A.4 - strategies of leadership designed to enhance the learning environment of schools.

CACREP.6.SCH.B.5 - methods of planning for and presenting school counseling-related educational programs to administrators, teachers, parents, and the community.

CACREP.6.SCH.B.6 - methods of planning, developing, implementing, monitoring, and evaluating comprehensive developmental counseling programs.

CACREP.6.SCH.B.7 - knowledge of prevention and crisis intervention strategies.

CACREP.6.SCH.C.1.a - use, management, analysis, and presentation of data from school- based information (e.g., standardized testing, grades, enrollment, attendance, retention, placement), surveys, interviews, focus groups, and needs assessments to improve student outcomes.

CACREP.6.SCH.C.1.b - design, implementation, monitoring, and evaluation of comprehensive developmental school counseling programs (e.g., the ASCA National Standards for School Counseling Programs) including an awareness of various systems that affect students, school, and home.

CACREP.6.SCH.C.1.c - implementation and evaluation of specific strategies that meet program goals and objectives.

CACREP.6.SCH.C.1.d - identification of student academic, career, and personal/social competencies and the implementation of processes and activities to assist students in achieving these competencies.

CACREP.6.SCH.C.1.e - preparation of an action plan and school counseling calendar that reflect appropriate time commitments and priorities in a comprehensive developmental school counseling program.

CACREP.6.SCH.C.1.f - strategies for seeking and securing alternative funding for program expansion.

CACREP.6.SCH.C.1.g - use of technology in the design, implementation, monitoring and evaluation of a comprehensive school counseling program.

CACREP.6.SCH.C.2.a - individual and small-group counseling approaches that promote school success, through academic, career, and personal/social development for all.

CACREP.6.SCH.C.2.b - individual, group, and classroom guidance approaches systematically designed to assist all students with academic, career and personal/social development.

CACREP.6.SCH.C.2.c - approaches to peer facilitation, including peer helper, peer tutor, and peer mediation programs.

CACREP.6.SCH.C.2.d - issues that may affect the development and functioning of students (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression and suicide).

CACREP.6.SCH.C.2.e - developmental approaches to assist all students and parents at points of educational transition (e.g., home to elementary school, elementary to middle to high school, high school to postsecondary education and career options).

CACREP.6.SCH.C.2.f - constructive partnerships with parents, guardians, families, and communities in order to promote each student's academic, career, and personal/social success.

CACREP.6.SCH.C.2.g - systems theories and relationships among and between community systems, family systems, and school systems, and how they interact to influence the students and affect each system.

CACREP.6.SCH.C.2.h - approaches to recognizing and assisting children and adolescents who may use alcohol or other drugs or who may reside in a home where substance abuse occurs.

CACREP.6.SCH.C.3.a - strategies to promote, develop, and enhance effective teamwork within the school and larger community.

CACREP.6.SCH.C.3.b - theories, models, and processes of consultation and change with teachers, administrators, other school personnel, parents, community groups, agencies, and students as appropriate.

CACREP.6.SCH.C.3.c - strategies and methods of working with parents, guardians, families, and communities to empower them to act on behalf of their children.

CACREP.6.SCH.C.3.d - knowledge and skills in conducting programs that are designed to enhance students' academic, social, emotional, career, and other developmental needs.

**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* (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Pearson.

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

Handouts as assigned in class.

LiveText

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

**Student Outcomes & Course Competencies**

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

1. The essential role & components of a developmental guidance program designed to relate to the academic & student services in the school including 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.(i) & CACREP.6.SCH.A.2))
2. The ability to plan a comprehensive, developmental school-counseling program. (AL-SDE 290-3-3-.50 (3)(j)2.(ii))
3. Crisis prevention, intervention and suicide prevention models and strategies, including issues that may affect the development & functioning of students and the use of psychological first aid strategies. (AL-SDE 290-3-3-.50 (3)(e)1.(iv), CACREP.6.SCH.B.7 & CACREP.6.SCH.C.2.d)
4. 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))
5. 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)(k)1.(ii))
6. Basic strategies for evaluating counseling outcomes in school counseling (such as behavioral observation and program evaluation). (AL-SDE 290-3-3-.50 (3)(I)1.(iii))
7. Develop measurable outcomes for school counseling programs, activities, interventions, and experiences. (AL-SDE 290-3-3-.50 (3)(I)2.(ii))
8. Current methods of using, analyzing, and presenting data from school-based information and other sources to inform decision making and accountability (such as school improvement plan and school report card), improve student outcomes, & specific strategies to meet those goals. (AL-SDE 290-3-3-.50 (3)(I)1.(iv) & CACREP.6.SCH.C.1.a & CACREP.6.SCH.C.1.c, CF 2).
9. The relationship of the school counseling program to the academic mission of the school. (AL-SDE 290-3-3-.50 (3)(m)1.(i))
10. 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))
11. 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)1.(iii))
12. The ability to conduct programs designed to enhance student academic development. (AL-SDE 290-3-3-.50 (3)(m)2.(i))
13. The 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)(m)2.(ii))

14. Curriculum strategies that emphasize relationships between educational choices and lifestyle/career choices. (AL-SDE 290-3-3-.50 (3)(n)1.(v))

15. Planning, implementation/management, and evaluation of a comprehensive, developmental counseling program (such as the ASCA model) which includes an awareness of systems that impact students, conducting needs assessments, setting goals, and measuring and evaluating performance to enhance students' academic, social, emotional, career & other developmental needs; and budgeting. (AL-SDE 290-3-3-.50 (3)(o)1.(i) & CACREP.6.SCH.B.6, CACREP.6.SCH.C.1.b & CACREP.6.SCH.C.3.d, CF 2, CF 5)

16. Time management techniques that will maximize the number of student served and preparation of an action plan and school counseling calendar that reflect appropriate time commitments and priorities. (AL-SDE 290-3-3-.50 (3)(o)1.(ii) & CACREP.6.SCH.C.1.e)

17. Strategies of leadership designed to enhance the learning environment of schools. (CACREP.6.SCH.A.4, CF 1)

18. Methods of planning for & presenting programs to administrators, teachers, parents & the community (CACREP.6.SCH.B.5)

19. Strategies for seeking & securing alternative funding for program expansion. (CACREP.6.SCH.C.1.f)

20. Systems theories & relationships among & between community systems, family systems & school systems & how they interact to influence students, including those students who reside in a home where substance abuse occurs or who may use alcohol or other drugs. (CACREP.6.SCH.C.2.g & CACREP.6.SCH.C.2.h, CF 3)

21. Approaches to peer facilitation, including peer helper, peer tutor, & peer mediation programs. (CACREP.6.SCH.C.2.c)

22. Developmental approaches to assist all students & parents at points of educational transition. (CACREP.6.SCH.C.2.e)

23. Identification of student academic, career & personal/social competencies & the implementation of processes & activities to assist students in achieving these competencies, including individual & small-group counseling approaches that are systematically designed to assist all students, & including partnerships with parents, guardians, families & communities that promote student success. (CACREP.6.SCH.C.1.d, CACREP.6.SCH.C.2.a, CACREP.6.SCH.C.2.b & CACREP.6.SCH.C.2.f, CF 3, CF 5)

24. The use of technology in the design, implementation, monitoring & evaluation of a comprehensive school counseling program. (CACREP.6.SCH.C.1.g, CF 4)

25. Strategies, based on theories, models & processes of consultation to promote, develop & enhance effective teamwork within the school & larger community, including methods of working with parents,

guardians, families & communities to empower them to act on behalf of their children.  
(CACREP.6.SCH.C.3.a, CACREP.6.SCH.C.3.b & CACREP.6.SCH.C.3.c, CF 3, CF 5)

## Evaluation

### Course Requirements, Outcomes & Competencies

Classroom Guidance Lessons - Objectives 1, 2, 4, 9, 10, 11, 12, 13, 14, 15, 22, 23

Group Plan - Objectives 1, 2, 16, 21, 23

Portfolio - Objectives 1, 2, 3, 4, 15, 16, 22, 24, 25

Midterm exam - Objectives 1, 5, 6, 7, 8, 9, 10, 15, 17, 18, 19, 20, 21, 22, 23, 24, 25

Substance Abuse Module - Objectives 3, 20

**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). Also, you will provide your classmates with handouts so they will have all the information they need to incorporate these into their own classroom guidance activities. 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 15% of final grade**

**7. 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**

#### **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.

Therefore, given the nature of this course as an on-line class, if a student fails to complete the assignments for more than four weeks, he or she will be given the opportunity to withdraw from the class. If the student does not withdraw, he or she will receive a failing grade for the course.

#### **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.

### **Accommodation Statement**

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).

### **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.

### **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.

***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**

<b><u>Date</u></b>	<b><u>Topic</u></b>
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8/26	Course Introduction
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9/2	Labor Day Holiday
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9/9	Academic Achievement      P&G – 1 & 2 Demonstration of Classroom Guidance: Academic
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9/16	Accountability, the ASCA National Model, & Data    S&D – 1, 2, & 3 <b><i>Voice from the Field:</i></b> Dr. Eddie Britton, Principal Tishomingo County High School
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9/23	<b>Classroom Guidance Student Presentations I: Academic</b>
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9/30	Loss & Grief    P&G – 9 Site Visit: The Healing Place <b><i>Voice from the Field:</i></b> Ms. Sarah Rhodes, Child & Adolescent Grief Counselor Local School Systems, The Healing Place
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10/7	MEASURE, Accountability, & Preparing for the Future    S&D – 4, 5, & 6 <b><i>Voice from the Field:</i></b> Mr. Marlin Johns, School Counselor Weeden Elementary School
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- 10/14 World of Work & Career Development P&G - 3, 4, & 5  
Demonstration of Classroom Guidance: Career
- 10/21 **Midterm Exam**  
School Counselor Bulletin Board
- 10/28 **Classroom Guidance Students Presentations II: Career**
- 11/4 Racial & Ethnic Groups, LGBTQ Students, Violence Prevention & Peer Mediation  
P&G – 6, 7, & 8  
Demonstration of Classroom Guidance III: Personal/Social
- 11/11 Stress Management, Sexual Harassment P&G – 11 & 12
- 11/18 **Group Plan Due**  
*Voice from the Field:* Mrs. Vanessa Lovelace, School Counselor  
Sheffield Jr. High School
- 11/25 **Classroom Guidance Student Presentations III: Personal/Social**
- 12/2 **Portfolio Due**  
Creative Strategies for Working with Students  
*Voice from the Field:* Dr. Linda Lewis, Professor  
The University of North Alabama
- 12/9 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 \_\_\_\_\_