

CHD 688
INTERNSHIP IN COUNSELING – SCHOOL
2013 FALL SEMESTER

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Office Hours: M: 2-5:00 p.m., T: 2-4:30 p.m., W: 2-6:00 p.m., R: 2-6:00 p.m., F: By appointment

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Course Description: Supervised experience in a school setting under the cooperative direction of a certified or licensed school counselor and the faculty supervisor. Experiences to include individual and group counseling, consultation, assessment, and other typical counselor duties as practiced at the placement site. (Enrollment with the approval of instructor only.) A total of 300 hours participation in site activities is required for this course (CHD 688). The internship site will be in a setting consistent with the student's career plans and the activities will be consistent with the responsibilities assigned to the site counselor.

Referenced Standards, Alabama State Department of Education:

Ability to:

AL-SDE 290-3-3-.50(3)(b)2.(ii) – Advocate for the elimination of biases and prejudices towards multicultural populations.

AL-SDE 290-3-3-.50(3)(b)2.(iii) – Demonstrate self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.

AL-SDE 290-3-3-.50(3)(c)1.(v) – Various forms of needs assessment for academic, career and personal/social development.

AL-SDE 290-3-3-.50(3)(c)2.(ii) – Make appropriate referrals to school and/or community resources.

AL-SDE 290-3-3-.50(3)(f)2.(ii) – Evaluate the effectiveness of groups as a method of addressing specific counseling concerns in the school setting.

AL-SDE 290-3-3-.50(3)(g)2.- Administer assessments, gather data, and use appraisal results in counseling students and consulting with parents, teachers, and administrators.

AL-SDE 290-3-3-.50(3)(i)2.(i) – Apply and adhere to ethical and legal standards in school counseling.

AL-SDE 290-3-3-.50(3)(l)2.(iii) – Analyze and use data to enhance school counseling programs.

AL-SDE 290-3-3-.50(3)(n)1.(iii) – In-service activities related to test administration and interpretation; developmental needs of students, and implementation of guidance interventions.

AL-SDE 290-3-3-.50(3)(n)2.(ii) – Locate resources in the community that can be used in the school to improve student achievement and success.

AL-SDE 290-3-3-.50(3)(o)2.(i) – Participate in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.

AL-SDE 290-3-3-.50(3)(o)2.(ii) – Plan and present school-counseling-related educational programs for use with parents and teachers (such as parent education programs, materials used in classroom guidance, and advisor/advisee programs for teachers).

Referenced Standards, Council for Accreditation of Counseling and Related Educational Programs:

CACREP (Common Core).1. – PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE – studies that provide an understanding of all of the following aspects of professional functioning.

Knowledge

CACREP.1.b. – Professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications.

CACREP.1.j. – Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

CACREP (Common Core).2. – SOCIAL AND CULTURAL DIVERSITY – studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society.

Knowledge

CACREP.2.b. – Attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients.

CACREP - SCHOOL COUNSELING - Students who are preparing to work as school counselors will demonstrate the professional knowledge, skills, and practices necessary to promote the academic, career, and personal/social development of all K-12 students.

Knowledge

CACREP.A.3. – Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.

CACREP.A.5. – Understands current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program.

Skills and Practices

CACREP.B.1. – Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.

CACREP.B.2. – Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.

CACREP.D.1. – Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.

CACREP.D.2. – Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.

CACREP.D.4. – Demonstrates the ability to use procedures for assessing and managing suicide risk.

CACREP.D.5. – Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.

CACREP.F.1. – Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.

CACREP.F.2. – Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.

CACREP.F.3. – Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.

CACREP.F.4. – Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.

CACREP.H.4. – Makes appropriate referrals to school and/or community resources.

CACREP.H.5. – Assesses barriers that impede students' academic, career, and personal/social development.

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

CACREP.N.1. – Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.

CACREP.N.2. – Locates resources in the community that can be used in the school to improve student achievement and success.

CACREP.N.3. – Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.

CACREP.N.5. – Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.

Knowledge

CACREP.O.3. – Knows how to design, implement, manage, and evaluate a comprehensive school counseling program.

Skills and Practices

CACREP.P.1. – Participates in the design, implementation, management and evaluation of a comprehensive developmental school counseling program.

CACREP.P.2. – Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).

Prerequisites: CHD 602, 604, 606, 608, 642, 678

Required Text: LiveText (purchase at <http://college.livetext.com>)
Practicum & Internship Manual for School Counseling Students

Instructional Modalities: Supervised practical application, small group discussion, higher order questioning, cooperative learning, and experiential exercise.

Student Objectives, Outcomes & Course Competencies: Upon completion of the course, students shall demonstrate knowledge of:

1. Professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications. (CACREP Common Core.1.b.)
2. Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. (CACREP Common Core.1.j.)
3. Attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients. (CACREP Common Core.2.b.)
4. Roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school. (CACREP School Counseling .A.3.)
5. Current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program. (CACREP School Counseling.A.5.)
6. How to design, implement, manage, and evaluate a comprehensive school counseling program. (CACREP School Counseling.O.3.)

Upon completion of this course, students shall demonstrate ability to:

7. Advocate for the elimination of biases and prejudices towards multicultural populations. (AL-SDE 290-3-3-.50(3)(b)2.(ii))
8. Demonstrate self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms. (AL-SDE 290-3-3-.50(3)(b)2.(iii))
9. Utilize various forms of needs assessment for academic, career and personal/social development. (AL-SDE 290-3-3-.50(3)(c)1.(v))

10. Make appropriate referrals to school and/or community resources. (AL-SDE 290-3-3-.50(3)(c)2.(ii))
11. Evaluate the effectiveness of groups as a method of addressing specific counseling concerns in the school setting. (AL-SDE 290-3-3-.50(3)(f)2.(ii))
12. Administer assessments, gather data, and use appraisal results in counseling students and consulting with parents, teachers, and administrators. (AL-SDE 290-3-3-.50(3)(g)2.)
13. Apply and adhere to ethical and legal standards in school counseling. (AL-SDE 290-3-3-.50(3)(i)2.(i))
14. Conduct in-service activities related to test administration and interpretation; developmental needs of students; and implementation of guidance interventions. (AL-SDE 290-3-3-.50(3)(n)1.(iii))
15. Analyze and use data to enhance school counseling programs. (AL-SDE 290-3-3-.50(3)(I)2.(iii))
16. Locate resources in the community that can be used in the school to improve student achievement and success. (AL-SDE 290-3-3-.50(3)(n)2.(ii))
17. Participate in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program. (AL-SDE 290-3-3-.50(3)(o)2.(i))
18. Plan and present school-counseling-related educational programs for use with parents and teachers (such as parent education programs, materials used in classroom guidance, and advisor/advisee programs for teachers). (AL-SDE 290-3-3-.50(3)(o)2.(ii))
19. Apply and adhere to ethical and legal standards in school counseling. (CACREP School Counseling.B.1.)
20. Demonstrate self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms. (CACREP School Counseling.D.1.)
21. Provide individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students. (CACREP School Counseling.D.2.)
22. Use procedures for assessing and managing suicide risk. (CACREP School Counseling.D.4.)
23. Engage parents, guardians, and families to promote the academic, career, and personal/social development of students. (CACREP School Counseling.F.4.)
24. Make appropriate referrals to school and/or community resources. (CACREP School Counseling.H.4.)
25. Assess barriers that impede students' academic, career, and personal/social development. (CACREP School Counseling.H.5.)
26. Conduct programs designed to enhance student academic development. (CACREP School Counseling.L.1.)
27. Work with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school. (CACREP School Counseling.N.1.)
28. Locate resources in the community that can be used in the school to improve student achievement and success. (CACREP School Counseling.N.2.)
29. Consult with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development. (CACREP School Counseling.N.3.)
30. Use referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families. (CACREP School Counseling.N.5.)
31. Participate in the design, implementation, management and evaluation of a comprehensive developmental school counseling program. (CACREP School Counseling.P.1.)
32. Plan and present school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers). (CACREP School Counseling.P.2.)
33. Demonstrate proficiency in the following Conceptual Framework elements: Professionalism, Assessment, Collaboration, Technology, Diversity, and Reflection

Course Content:

A total of 300 hours participation in site school counseling activities is required in CHD 688. The internship site will be in a setting consistent with the student's career plans and the activities will be consistent with the responsibilities assigned to the site counselor.

Course Requirements:

Students are required to participate in the following settings and activities:

1. At least 70 hours is required in direct service (individual and group counseling, consultation, and classroom guidance) with elementary students.
 - a. Individual and group counseling in the areas of academic, career, and personal/social development (minimum of 30 hours) (Objective 11., 21., 33. CF –Professionalism)
 - b. Classroom guidance in the areas of academic, career, and personal/social development (minimum of 30 hours) (Objective 21., 33. CF – Professionalism, Assessment and Collaboration)
 - c. Consultation with professional staff and parents (minimum of 8 hours) and appropriate consultation with/referral to school and community resources (e.g., mental health centers, businesses, service groups) (minimum of 2 hours) to promote student academic, career, and personal/social development and secure assistance for students and their families. (Objective 10., 12., 23., 24., 27., 29., 30., 33. CF – Professionalism, Assessment and Collaboration)
 - d. Supervision sessions with site supervisor for an average of 1 hour per week.
2. At least 70 hours is required in direct service (individual and group counseling, consultation, and classroom guidance) with secondary students. Interns must complete a minimum of 35 of their direct, secondary hours serving 9th through 12th grade students.
 - a. Individual and group counseling in the areas of academic, career, and personal/social development (minimum of 54 hours) (Objective 11., 21., 33. CF – Professionalism)
 - b. Classroom guidance in the areas of academic, career, and personal/social development (minimum of 6 hours) (Objective 21., 33. CF – Professionalism, Assessment and Collaboration)
 - c. Consultation with professional staff and parents (minimum of 8 hours) and appropriate consultation with/referral to school and community resources (e.g., mental health centers, businesses, service groups) (minimum of 2 hours) promote student academic, career, and personal/social development to and secure assistance for students and their families (Objective 10., 12., 23., 24., 27., 29., 30., 33. CF – Professionalism, Assessment and Collaboration)
 - d. Supervision sessions with site supervisor for an average of 1 hour per week.
 - e. Experience in both high school and middle school settings (Objective 21., 33. CF – Professionalism)
3. Students will keep a log to document their internship activities. This log and the documents cited below will be included in a portfolio. The portfolio will be available for review by the university instructor during campus meetings and will serve as content for the supervision process.

The following activities may be done in either an elementary or secondary setting:

 - a. Exemplary listing of counseling resource materials for use in programs designed to enhance student academic development in individual counseling, small group counseling or in classroom guidance lessons in an elementary, middle or junior high, or a senior high school (Objective 21., 26., 33. CF - Collaboration and Professionalism)
 - b. Listing of important community referral resources available to students and families (Objective 1., 16., 28., 30., 33. CF- Collaboration)
 - c. Identification of coordination, placement and referral procedures performed at the work site including crisis intervention and suicide prevention models. A description of the coordination, placement and referral procedures performed at the work site will be included in the portfolio (Objective 23., 33. CF- Professionalism, Assessment and Collaboration)
 - d. Administration and interpretation of tests and inventories - A description of the testing program and the test interpretation process used at the work site will be included in the portfolio. (LiveText Assignment, Description of Site Testing/Assessment) (Objective 9, 33. CF-Assessment and Collaboration)

- e. Assessment of a school counseling program using the American School Counselors Association (ASCA) National Model for School Counseling Programs, and in consultation with the site supervisor (LiveText Assignment, School Counseling Program Assessment/Evaluation Report) (Objective 5., 6., 15., 17., 18., 25., 31., 33. CF- Assessment, Reflection, Professionalism and Collaboration) Following the assessment, complete each of the assignments listed below to meet an assessed need:
 - Plan a developmentally appropriate guidance unit for use with either elementary or secondary school students including the method for measuring the impact of the unit on student learning (LiveText Assignment, Guidance Unit-Elementary, Guidance Unit-Secondary) (Objective 26., 33. CF – Collaboration and Assessment)
 - Plan and present a school-counseling-related educational program for use with parents and/or teachers that will meet an identified need in one of the following areas (Objectives 14., 18., 32., 33. CF – Collaboration):
 - 1) test administration and interpretation
 - 2) developmental needs of students
 - 3) implementation of guidance interventions
 - 4) early identification, remediation, and referral of students with developmental deficiencies
 - 5) curriculum strategies that emphasize relationships between education choices and life-style/career choices. (LiveText Assignment, School Site In-service Activity/Program) (Objective 18., 32., 33. CF -Collaboration)
 - 6) Peer helping strategies in the schools (Objective 18., 32., 33. CF - Collaboration)
- f. Demonstrate your proficiency with technology by preparing a brochure about the internship site including the services provided at the site by counselors and site contact information. (LiveText Assignment, Brochure About School Counseling Site) (Objective 48 CF - Technology)
- g. Based on the ethical standards of professional organizational credentialing bodies (e.g., ACA Code, ASCA Code), compile a listing of situations which could present ethical or legal dilemmas in a school setting will be included in the portfolio (LiveText Assignment, School Counseling Ethical and Legal Considerations) (Objective 2., 13., 19., 33. CF - Professionalism)
- h. Participation in staff meetings and workshops with planning, management, research and evaluation activities (Objective 4., 33. CF – Collaboration, Professionalism and Diversity)
- i. Adequate contact with diverse individuals and groups in the school setting - Interns must either document that their internship site serves a population that is at least 10% diverse or document a minimum of 30 hours of direct service counseling with diverse students at the internship site. This documentation will take the form of internship log notations on forms designed for this purpose and a written report of no less than two (2) pages about the school's diversity profile and/or the counseling intern's experience with diverse students (LiveText Assignment, School Site Diversity and Direct Service to Diverse Students) (Objective 3., 7., 8., 20., 33. CF – Diversity)

Additional Course Requirements:

1. Observation and Rubric – Based Evaluation by Site Supervisor. Students will be observed (live or taped) by their site supervisor performing each of three activities: individual counseling session, small group counseling session, and classroom guidance lesson.
2. List of Site Activities, Duties and Responsibilities:
Students will consult with the Site Supervisor and submit a list of site activities, duties and responsibilities to the Faculty Supervisor. This list should be in the form of a list, be no longer than one page typed and be submitted no later than the second class meetings.

Evaluation: The final grade will be based on the following:

1. Completeness and quality of the portfolio documents, including: (60%)
 - a. listing of counseling resources materials
 - b. listing of community referral resources
 - c. description of the coordination, placement, and referral procedures
 - d. description of the testing/assessment program used at the work site
 - e. outline of in-service presentation prepared for use at the work site and a guidance unit plan
 - f. a brochure about your internship site
 - g. listing of possible ethical or legal issues on the site
 - h. program needs assessment, evaluation and planning reports and
 - i. documentation of adequate interaction with diverse populations at the internship site

Some of the course assignments will be evaluated using a scoring key called an assessment rubric. To receive an “A” grade for an assignment, students will need to receive a “target” rating on the majority of the rubric elements and no “unacceptable” ratings. To receive a “B” on a rubric-based assignment, students will need to receive no “unacceptable” ratings. Students who receive an “unacceptable” rating for an element on a rubric-based assignment will receive a “C” or lower based on a professional, subjective decision by the instructor.

2. Criteria described on the site supervisor’s evaluation form. In (20%)
addition to the ratings on this form, assessment of these criteria may be based on consultations with the site supervisor and reports by the interns during class meetings
3. Participation in on-campus meetings, and completion of activity (10%)
logs, and
4. Efforts to obtain an effective learning experience on site. (10%)
Assessment may be based on consultations with the site supervisor, analysis of log, and reports by the interns during class meetings.

The intern will meet with the UNA faculty supervisor 1 ½ hours each week for group supervision. Supervision/evaluation at the site will include on-going direction and consultation for the intern. Both the site and faculty supervisors will provide progress evaluations for the intern.

For all course requirements, part of your grade will be a professional, subjective decision by the instructor. Requirements submitted after the respective due dates are subject to an “unacceptable” rating based on a professional, subjective decision by the instructor.

The syllabus is a tentative outline of the course and is subject to change. The instructor will inform the student as far in advance as possible when changes are required.

Alabama Quality Teaching Standards: All requirements of the course that are related to AL-SDE standards must be satisfactory completed to receive credit for the course.

Faculty Availability: Since all counseling courses at UNA are taught at night, the faculty supervisor is generally in the office available for appointments from mid-afternoon until the beginning of classes. Specific office hours are posted each semester and the faculty supervisor is available at the other times by appointment. Occasionally, other obligations (i.e., committee meetings) may impose upon stated

office hours. It is suggested that students make an appointment in advance with the faculty supervisor.

ATTENDANCE POLICY

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.

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.

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.

CELLULAR PHONES

Please turn off cellular telephones and electronic beepers during class meetings. Explain to employers, colleagues, and family members that you are not available to receive calls during class.

UNIVERSITY OF NORTH ALABAMA
COLLEGE OF EDUCATION

CONCEPTUAL FRAMEWORK

*“Engaging Learners,
Inspiring Leaders,
Transforming Lives”*



The Conceptual Framework establishes a shared vision in preparing educators to work effectively in P–12 schools and provides direction for programs, courses, teaching, candidate performance, scholarship, service and accountability. The Conceptual Framework is continuously evaluated in an outcome based system, 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:

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.

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 students to learn.

Signature

I have received a copy of the syllabus for CHD 688. 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.

Signature: _____ Date _____

Print Name: _____

Signature

I have received a copy of the syllabus for CHD 688. 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.

Signature: _____ Date _____

Print Name: _____