**Campbellsville University**

**School of Education**

**G2, 2017**

**SGC 513 College and Career Readiness for All Students**

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# “Empowerment for Learning”

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**Textbook**:

Niles, S. & Harris-Bowlsbey, J. (2016). *Career Development Interventions in the 21st Century*,

 Pearson.

**Pre-requisites**: None

**Course Description**:

This course focuses on career development theories and decision making models, career and educational planning and placement, and career development program planning, organization, implementation, administration and evaluation. Candidates will learn career counseling processes, techniques, and resources, including those applicable to specific populations in order to facilitate successful transition from P-12 education to college and careers. They will learn the interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development.

**PROFESSIONAL STANDARDS addressed in this course:**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Aligned with** **Assessment** **(point values)** | **Kentucky Standards for Guidance Counseling Programs** | **Kentucky Guidance Counselor Program Objectives and Curriculum** | **CU Diversity Indicators** | **InTASC** | **ILA Standards** | **TSSA** | **ISLLC** | **CAEP Advanced Standards for Teaching and Learning** | **CACREP Common Core Areas** | **CACREP School Counselor Professional Knowledge, Skills, and Practices** |
| Individual Student Improvement Plan for ACT100 pts.Obj. 4, 5, 7 | C.1.a, C.2.e | 4 f | 2 b | 6 c, h, I, 7 b, d, f | 2, 3, 5 | I D, II A, C, D, V B, D | 1 C, D, E, 2 A, E, I, 4 A | A.1.1, A.1.2 | 4.e | D.2 |
| Weekly Quizzes80 pts.Obj. 1-9 | C.1.a, C.2.e | 4.a, b, c, d, e, f, g, h, i | A.7, 1.g, 2.d, 3.c, 4.d, 5.a, 7.f | 6 c, h, f, i, 7 b, d, f, 9 a, b, e, f, 10 b, d, e, f, g, i | 2, 3, 4, 5, 6 | I D, E, II A, B, C, D, E, III A, B, D, E, V A, B, D | 1 A, B, C, D, E, 2 A, B, C, D, E, H, I, 4 A, B, C, D, 5 A, B, C, D, E  | A.1.1, A.1.2 | 4.a, b, c, d, e, f, g | C.2, 4, D.2 |
| Field Experience Assignment100 pts.Obj.4, 5, 6, 7, 9 | C.2.e | 4.b, d, e, f, g, h, i | A.7, 1.g, 2.d, 3.c, 4.d, 5.a, 7.f | 6 f, i, 8 i, 9 e, f, 10 b, d, e, g, i  | 3, 6 | I D, II B, C, D, E, III A, B, D, E, V A, B, D | 1 A, B, C, D, E, 2 A, B, C, D, H, I, 4 A, B, C, D, 5 A, B, C, D, E | A.1.1, A.1.2, A.2.1, A.2.2 | 4.b, d, e, f, g | C.2, 4, D.2 |
| Discussion Forums80 pts.Obj. 1-9 | C.1.a, C.2.e | 4.a, b, c, d, e, f, g, h, i | A.7, 1.g, 2.d, 3.c, 4.d, 5.a, 7.f | 6 c, h, f, i, 7 b, d, f, 9 a, b, e, f, 10 b, d, e, f, g, i | 2, 3, 4, 5, 6 | I D, E, II A, B, C, D, E, III A, B, D, E, V A, B, D | 1 A, B, C, D, E, 2 A, B, C, D, E, H, I, 4 A, B, C, D, 5 A, B, C, D, E | A.1.1, A.1.2 | 4.a, b, c, d, e, f, g | C.2, 4, D.2 |
| Class Participation80 pts.Obj. 1-9 | C.1.a, C.2.e | 4.a, b, c, d, e, f, g, h, i | A.7, 1.g, 2.d, 3.c, 4.d, 5.a, 7.f | 6 c, h, f, i, 7 b, d, f, 9 a, b, e, f, 10 b, d, e, f, g, i | 2, 3, 4, 5, 6 | I D, E, II A, B, C, D, E, III A, B, D, E, V A, B, D | 1 A, B, C, D, E, 2 A, B, C, D, E, H, I, 4 A, B, C, D, 5 A, B, C, D, E | A.1.1, A.1.2 | 4.a, b, c, d, e, f, g | C.2, 4, D.2 |

**Kentucky Standards For Guidance Counseling Programs Addressed:**

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

 assessment) to improve student outcomes;

 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).

**Kentucky Guidance Counselor Program Objectives and Curriculum Addressed:**

 4.a career development theories and decision-making models;

 4.b. career, avocational, educational, occupational and labor market information

 resources, visual and print media, computer-based career information systems,

 and other electronic career information system;

 4.c. career development program planning, organization, implementation,

 administration, and evaluation;

 4.d. interrelationships among and between work, family, and other life roles and

 factors including the role of diversity and gender in career development;

 4.e. career and educational planning, placement, follow-up, and evaluation;

 4.f. assessment instruments and techniques that are relevant to career planning and

 decision making;

 4.g. technology-based career development applications and strategies, including

 computer-assisted career guidance and information systems and appropriate

 world-wide web sites;

 4.h. career counseling processes, techniques, and resources, including those applicable to specific populations; and

 4.i. ethical and legal considerations.

**Council For Accreditation of Counseling and Related Educational Programs (CACREP) Common Core Curricular Areas Addressed:**

4.a. career development theories and decision-making models;

 4.b. career, avocational, educational, occupational and labor marked information,

 resources, and career information systems;

 4.c. career development program planning, organization, implementation,

 administration, and evaluation;

 4.d. interrelationships among and between work, family, and other life roles and

 factors including the role of multicultural issues in career development;

 4.e. career and educational planning, placement, follow-up, and evaluation;

 4.f. assessment instruments and techniques relevant to career planning and

 decision making; and

 4.g. career counseling processes, techniques, and resources, including those

 applicable to specific populations in a global economy.

**Council For Accreditation of Counseling and Related Educational Programs (CACREP) School Counselor Professional Knowledge, Skills, and Practices Addressed:**

C.2. Knows how to design, implement, manage, and evaluate programs to enhance

 the academic, career, and personal/social development of students.

 C.4. Knows how to design, implement, manage, and evaluate transition programs,

 including school-to-work, postsecondary planning, and college admissions

 counseling.

 D.2. Provides individual and group counseling and classroom guidance to promote

 the academic, career, and personal/social development of students.

**CU Diversity Proficiencies (from KSGCP) Addressed:**

A.7. Understands the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in school counseling.

1. g. Advocates to address institutional and social barriers that impede access, equity, and success for clients.

2.d. Understands the counselors’ roles in social justice advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination to the growth of the human spirit, mind, or body.

3.c. Understands human behavior including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior.

4.d. Understands interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development.

5.a. Develops counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills.

7.f. Understands age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups, and specific populations.

**Interstate Teacher Assessment and Support Consortium (*InTASC*) Addressed:**

InTASC 6 Assessment

InTASC 7 Planning for Instruction

InTASK 8 Instructional Strategies

InTASC 9 Professional Learning and Ethical Practice InTASC 10 Leadership and Collaboration

**International Literacy Association (*ILA*) Addressed:**

Standard 2 Curriculum and Instruction

Standard 3 Assessment and Evaluation

Standard 4 Diversity

Standard 5 Literate Environment

Standard 6 Professional Learning and Leadership

**Council for Accreditation of Educator Programs (*CAEP*) Standards for Advanced Programs Addressed:**

 Standard A.1 Content and Pedagogical Knowledge

 Standard A.2 Clinical Partnerships and Practice

**Technology Standards for School Administrators (TSSA) Addressed:**

 Standard I. Leadership and Vision

 Standard II. Learning and Teaching

 Standard III. Productivity and Professional Practice

 Standard V. Assessment and Evaluation

**Educational Leadership Policy Standards (ISLLC) Addressed:**

Standard 1 Facilitating the development, articulation, implementation, and stewardship of a

 vision of learning that is shared and supported by all stakeholders

 Standard 2 Advocating, nurturing, and sustaining a school culture and instructional program

 conducive to student learning and staff professional growth

 Standard 4 Collaborating with faculty and community members, responding to diverse

 community interests and needs, and mobilizing community resources

 Standard 5 Acting with integrity, fairness, and in an ethical manner

**SPECIFIC OBJECTIVES:**

Upon completion of this course:

1. Candidates will explain the evolution of career development intervention and discuss the impact career decisions have on personal self-worth and multiple life roles.

2. Candidates will identify key components of theories of career development and will determine situations when they are applicable.

3. Candidates will analyze culture-specific models of career development intervention and will determine situations when they are applicable.

4. Candidates will analyze the relationship of assessment and the career planning process utilizing key assessments utilized by their students (ILPs, EPAs, ASVAB, etc.)

5. Candidates will explore college and career information and resources and the school counselor’s role in using these resources with students to plan for their future.

6. Candidates will explore and evaluate technology resources utilized in college and career counseling.

7. Candidates will identify college and career development interventions appropriate for students at each grade level (elementary, middle, and high).

8. Candidates will discuss ethical issues related to college and career development interventions.

9. Candidates will gain a working understanding of IDEA, FERPA, FAPE, Section 504, and ARC processes and procedures and the responsibilities of school counselors in ensuring students equitable learning opportunities in the least restrictive environment.

**COURSE TASKS/Requirements:**

**Class Participation (80 pts.)** Candidates will be graded on their attendance in the synchronous class times and their ability to ask pertinent questions and critically discuss issues related to the learning activities of the class, ie. small and large group online discussions, study questions and reflective writing assignments.

**Individual Student Improvement Plan for ACT (100 pts.)** Candidates will analyze PreACT or ACT results for a student and write an improvement plan that is linked to Kentucky Academic Standards (KAS) and College and Career Readiness Anchor Standards to help a student prepare to take or retake the ACT.

**Quizzes (80 pts.)** Candidates will take weekly quizzes that address the major topics of this course.

**Field Experiences (100 pts.)**Candidates will work with students preparing for college and career utilizing college/career tools mandated by Kentucky (e.g. Individual Learning Plans). (10 hours)

Candidates will observe an ARC meeting and will interview a school counselor about their role and responsibilities in the ARC process and will compare the meeting and what the school counselor reports with laws governing education for students with disabilities ( ie. IDEA, FAPE, Section 504) in a written reflection. (3 hours)

Candidates will interview a vocational rehabilitation counselor about services they provide for students with disabilities in college and the workplace and how school counselors can best facilitate student transition from school-based services to community based services and write a reflection. (1 hour)

**Discussion Forums (80 pt.s)** Participation in discussion forums includes an initial response to the discussion forum prompt provided by the professor and responding to a minimum of two other classmates’ responses per discussion forum. Discussion forums are based on readings for the course and are designed to begin the conversation about the course content for the week. They prepare students for the activities and assignments for the week, so it is crucial for the class that they are completed during the week they are assigned. For this reason, **students will not receive credit for discussion forums that are completed late for any reason.** When you complete your forums late, not only are you not prepared for class that week, but you are impacting how prepared your fellow classmates are as well**. If you choose to put your forums off until the last minute and an emergency arises, an extension will not be granted. All discussion forums for the week are due on Saturday evenings at midnight EST.**

**EVALUATION Process and expectations:**

Candidate work will be evaluated utilizing rubrics and scoring guides. Built into all rubrics are criteria for making connections between the course content and your current practice. In addition, rubrics contain criteria for adherence to due dates, APA style, and length. All assignments for the course are due Saturday night at midnight **EST** of the week they appear on the Moodle Class.

**GRADING SCALE:** A 90-100%

 B 80-89%

 C 70-79%

 D 60-69%

 F 0-59%

 **RUBRICS:**

**Individual Student Improvement Plan for ACT**

**Scoring Guide**

**100 pts.**

Candidates will analyze PreACT or ACT results for a student and write an improvement plan that is linked to Kentucky Academic Standards (KAS) and College and Career Readiness Anchor Standards to help a student prepare to take or retake the ACT.

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| Criteria | 90-100 | 80-89 | 70-79 | Below 70 |
| AnalyisisKSGCP: C.1.a, C.2.eKGCPOC: 4 fInTASC: 6 c, h, I, 7 b, d, fCAEP STandards for Advanced Programs: A.1.1, A.1.2 | Analysis section compares the student composite score and subscores to college readiness benchmark scores and school and state average scores. Percentile rankings are also included in the discussion. Individual components of subscores are explored as areas for improvement are identified. | Analysis section compares discussion of the student composite and subscores to college readiness benchmark scores and school and state average scores. Percentile rankings are included in the discussion. | Analysis section compares the student composite and subscores to college readiness benchmark scores **or** school and state average scores. Percentile rankings may or may not be included in the discussion. | Analysis section identifies student composite score and subscores on the ACT. |
| Improvement AReas and StandardsKSGCP: C.1.a, C.2.eKGCPOC: 4 fInTASC: 6 c, h, I, 7 b, d, fCAEP STandards for Advanced Programs: A.1.1, A.1.2 | Specific improvement areas identified from score report analysis are tagged to KAS and College and Career Readiness Standards.  | Specific improvement areas identified from score report analysis are tagged to KAS **or** College and Career Readiness Standards.  | Specific improvement areas identified from score report analysis are **not tagged** to KAS or College and Career Readiness Standards.  | Specific improvement areas identified based on criteria other than the score report.  |
| Improvement PlanKSGCP: C.1.a, C.2.eKGCPOC: 4 fInTASC: 6 c, h, I, 7 b, d, fCAEP STandards for Advanced Programs: A.1.1, A.1.2 | Improvement plan documents specific overall goals and objectives, action steps, resources needed, persons responsible, and a specific timeline for completion. | Improvement plan documents general overall goals and objectives, action steps, resources needed, persons responsible, and a general timeline for completion. | Improvement plan documents specific overall goals but is missing one or more of the other components- objectives, action steps, resources needed, persons responsible, and a timeline for completion. | Improvement plan documents specific overall goals but is missing several of the other components-objectives, action steps, resources needed, persons responsible, and a specific timeline for completion. |
| supportKSGCP: C.1.a, C.2.eKGCPOC: 4 fInTASC: 6 c, h, I, 7 b, d, fCAEP STandards for Advanced Programs: A.1.1, A.1.2 |

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| Plan is logical and supported by information from the text and/or articles.  |

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| Plan is logical but made with little or loose support from the text and/or articles.  |

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| --- |
| Plan is logical but not supported.  |

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| Plan is not logical.  |

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| KSGCP: C.1.a, C.2.eKGCPOC: 4 fInTASC: 6 c, h, I, 7 b, d, fCAEP STandards for Advanced Programs: A.1.1, A.1.2 |

|  |
| --- |
| Plan makes clear connections to SGC content.  |

 | Plan makes loose connections to SGC content. | Plan makes little connection to SGC content. | No attempt is made to connect to SGC content. |
| Length | More than five full pages of content | Four to five pages of content | Three to four pages of content | Less than three pages of content |
| mechanics |

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| Plan is free from grammatical, spelling, or punctuation errors.  |

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| A few grammar, spelling, or punctuation errors exist, but they do not impact the understanding of the reader.  |

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| --- |
| Several grammar, spelling, and punctuation errors exist.  |

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| Grammar, spelling, and punctuation errors impede the understanding of the reader.  |

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| Timeliness |

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| Assignment is submitted by the due date.  |

 | Assignment is submitted one day late. | Assignment is submitted two days late. | Assignment is submitted more than two days late. |

**Discussion Forum Scoring Guide**

Participation in discussion forums includes an initial response to the discussion forum prompt provided by the professor and responding to a minimum of two other classmates’ responses per discussion forum. Discussion forums are based on readings for the course and are designed to begin the conversation about the course content for the week. They prepare students for the activities and assignments for the week, so it is crucial for the class that they are completed during the week they are assigned. For this reason, **students will not receive credit for discussion forums that are completed late for any reason.** When you complete your forums late, not only are you not prepared for class that week, but you are impacting how prepared your fellow classmates are as well**. If you choose to put your forums off until the last minute and an emergency arises, an extension will not be granted. All discussion forums for the week are due on Saturday evenings at midnight EST.**

**Initial Response**

**4 pts.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **4** | **3** | **2** | **1** |
| **General Assignment****KSGC** C.1.a, C.2.e **KCPGO** 4.a, b, c, d, e, f, g, h, i **InTASC** 6 c, h, f, i, 7 b, d, f, 9 a, b, e, f, 10 b, d, e, f, g, i**CAEP Standards for Advanced Programs** A.1.1, A.1.2 | **All topics** introduced in the prompt are **fully** addressed. | **All topics** introduced in the prompt are **addressed.** | **Some topics** introduced in the prompt are addressed. | The **prompt is not addressed** in the response. |
| **Length** | **More than 10 complex** sentences. | **7-10 complex** sentences. | **4-6** sentences. | **1-3** sentences |
| **Support****KSGC** C.1.a, C.2.e **KCPGO** 4.a, b, c, d, e, f, g, h, i **InTASC** 6 c, h, f, i, 7 b, d, f, 9 a, b, e, f, 10 b, d, e, f, g, i**CAEP Standards for Advanced Programs** A.1.1, A.1.2 | Arguments and/or statements are **logical and supported** by information from the **text and articles.** | Arguments and/or statements are **logical** but made with **little or loose support** from the text and articles. | Arguments and/or statements are **logical but not supported.** | Arguments and/or statements are **not logical.** |
| **Connections****KSGC** C.1.a, C.2.e **KCPGO** 4.a, b, c, d, e, f, g, h, i **InTASC** 6 c, h, f, i, 7 b, d, f, 9 a, b, e, f, 10 b, d, e, f, g, i**CAEP Standards for Advanced Programs** A.1.1, A.1.2 | Response makes **clear connections** to **current or past experiences in the classroom, school, or political environment.** | Response makes **loose connections** to **current or past experiences in the classroom, school, or political environment.** | Response makes **little real life connection.** | **No attempt** is made **to connect prompt to real life** situations. |
| **Mechanics** | Response is **free** from grammatical, spelling, or punctuation errors. | A **few** grammar, spelling, or punctuation errors exist, but **they do not impact the understanding of the reader.** | **Several** grammar, spelling, and punctuation errors exist. | Grammar, spelling, and punctuation errors **impede the understanding of the reader.** |

**Response to Peer (You must respond to two peer initial responses per discussion forum)**

**3 pts. each**

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| --- | --- | --- | --- |
| **Category** | **3** | **2** | **1** |
| **General Assignment****KSGC** C.1.a, C.2.e **KCPGO** 4.a, b, c, d, e, f, g, h, i **InTASC** 6 c, h, f, i, 7 b, d, f, 9 a, b, e, f, 10 b, d, e, f, g, i**CAEP Standards for Advanced Programs** A.1.1, A.1.2 | Response provides **constructive criticism or information.** | Response provides **no constructive criticism** and demonstrates **little understanding** of the content. | Student **does not respond** to the initial response or the response is **inappropriate.** |
| **Length** | **More than 5 complex** sentences. | **3-5 complex** sentences.  | **1-2** sentences. |

**Field Experience Reflection**

 **Scoring Guide**

**100 pts.**

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| **Category** | **90-100** | **80-90** | **70-80** | **Below 70** |
| **General Assignment****KSGC** C.2.e **KGCPOC** 4.b, d, e, f, g, h, i**InTASC** 6 f, i, 8 i, 9 e, f, 10 b, d, e, g, i **CAEP Standards for Advanced Programs** A.1.1, A.1.2, A.2.1, A.2.2 | Reflection contains information from all parts of the field experience in equal amounts | Reflection contains information from all parts of the field experience, but some are more developed than the others. | Reflection contains information from most of the field experience. | Reflection only contains information from a small part of the field experience.  |
| **General Assignment****KSGC** C.2.e **KGCPOC** 4.b, d, e, f, g, h, i**InTASC** 6 f, i, 8 i, 9 e, f, 10 b, d, e, g, i **CAEP Standards for Advanced Programs** A.1.1, A.1.2, A.2.1, A.2.2 | Overall topics/headings are developed and supported with information from entire field experience. | The parts of the field experience are in separate un-integrated sections of the paper. | The reflection contains a list of experiences and with little real reflection. | Reflection contains little information. |
| **Length** | Five or more full pages of content | Four to five full pages of content | Three to four full pages of content | Less than three full pages of content |
| **Support****KSGC** C.2.e **KGCPOC** 4.b, d, e, f, g, h, i**InTASC** 6 f, i, 8 i, 9 e, f, 10 b, d, e, g, i **CAEP Standards for Advanced Programs** A.1.1, A.1.2, A.2.1, A.2.2 | Observations and/or statements are logical and supported by information from the text and/or articles. | Observations and/or statements are logical but made with little or loose support from the text and/or articles. | Observations and/or statements are logical but not supported. | Observations and/or statements are not logical. |
| **Connections****KSGC** C.2.e **KGCPOC** 4.b, d, e, f, g, h, i**InTASC** 6 f, i, 8 i, 9 e, f, 10 b, d, e, g, i **CAEP Standards for Advanced Programs** A.1.1, A.1.2, A.2.1, A.2.2 | Reflection makes clear connections to SGC content | Reflection makes loose connections to SGC content. | Reflection makes little connection to SGC content. | No attempt is made to connect the experience to SGC content. |
| **Mechanics** | Response is free from grammatical, spelling, or punctuation errors. | A few grammar, spelling, or punctuation errors exist, but they do not impact the understanding of the reader. | Several grammar, spelling, and punctuation errors exist. | Grammar, spelling, and punctuation errors impede the understanding of the reader. |
| **Timeliness** | Assignment is submitted by the due date. | Assignment is submitted one day late. | Assignment is submitted two days late. | Assignment is submitted more than two days late. |

**Disability Statement:** Campbellsville University is committed to reasonable accommodations for students who have documented learning and physical disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Director of Disability Services at (270) 789-5450 to inquire about services.

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#### Plagiarism Policy

Campbellsville University’s policy on Academic Integrity states: “Each person has the privilege and responsibility to develop one’s learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one’s own academic accomplishments and to give credit to others’ contributions to one’s course work. These values can be violated by academic dishonesty and fraud.” (2015-17 Bulletin Catalog). Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else’s paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own. If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student’s Dean and the Vice- President for Academic Affairs will be notified of either consequence.

## Campbellsville University’s Online Attendance Policy

Bi-term and 8 week terms: Online students must participate weekly as defined by the professor in the syllabus. After 1 week (12.5%, 1/8th of the scheduled classes) without contact the student will be issued an official warning. After the second week (25%, 1/4th of the scheduled class) without contact the student would fail the course and a WA would be recorded.

## Incomplete Statement

A grade of “I” is assigned to a student when the course requirements are not completed due to illness, accident, death in the immediate family, or other verifiable, extenuating circumstances. The course requirements to change the “I”; grade must be completed within 12 months from the time awarded. It is the student’s responsibility to complete requirements within the 12 month period. It is the professor’s responsibility to change the grade by filling out the proper forms in the Office of Student Records.

**Title IX Statement:** Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment

and to comply with Title IX of the Education Amendments of 1972 and guidance from

the Office for Civil Rights, the University requires all responsible employees, which

includes faculty members, to report incidents of sexual misconduct shared by students

to the University's Title IX Coordinator.

Title IX Coordinator:

Terry VanMeter

1 University Drive

UPO Box 944

Administration Office 8A

Phone – 270-789-5016

Email – twvanmeter@campbellsville.edu

Information regarding the reporting of sexual violence and the resources that are

available to victims of sexual violence is set forth at: www.campbellsville.edu/titleIX

**Student Academic Progress (SAP)**

Department of Education federal regulations require Campbellsville University to monitor its student's academic progress to ensure that they maintain a minimum standard GPA and make steady progress toward degree completion. Students who do not meet the SAP requirements may lose their financial aid eligibility. All students that were enrolled during the current school year and those who have submitted a FAFSA for the upcoming year will be evaluated for SAP at the end of each term including summer. See your Student Handbook for specific details and/or discuss with your advisor.

## Communication Requirement

Students are expected to activate and regularly use the university provided email domain studentname@stu.campbellsville.edu) for all email communication for this class.

## Disposition Assessment

Dispositions in teacher education preparation refer to behaviors and attributes while interacting on campus, online, and in clinical experiences with students, families, colleagues, communities, and faculty. Such dispositions are necessary to the empowerment for learning process stemming from the unit mission, conceptual framework, state codes of ethics, and national standards. Campbellsville University’s educator preparation program strives to lead candidates in the self- efficacy process of recognizing when their own dispositions shall be developed in the Pre-Professional Growth Plan (PPGP).

Candidates (CU students) will be introduced to the education program’s conceptual framework, which includes disposition expectations in the introductory courses and will also become familiar with and commit to the *Codes of Ethics for Professional Educators* which delineates behaviors for teachers related to students, parents and colleagues. In addition, candidates must adhere to the CU Computer Resource Acceptable Use Policy that includes posting information, videos, pictures, etc.,that infringe on copyright laws or is deemed inappropriate by the mission of CU and the School of Education (p 50, ST Handbook). This includes both on campus and off campus activities. Although the unit has adopted a “Disposition Recommendation” form for general use, it is understood that dispositions are also evaluated during instructional opportunities through field and clinical experiences and regular course opportunities. All disposition data are collected and filed in the student’s School of Education binder.

CU Philosophy of Behavior was founded with the goal of providing a quality education along with Christian values. Learning takes place guided by Christ-like concern and behavior on campus and online. A student whose conduct violates stated behavioral expectations faces specific disciplinary sanctions.

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