**Campbellsville University**

**School of Education**

**G3, 2017**

**SGC 700 School Counselor Accountability**

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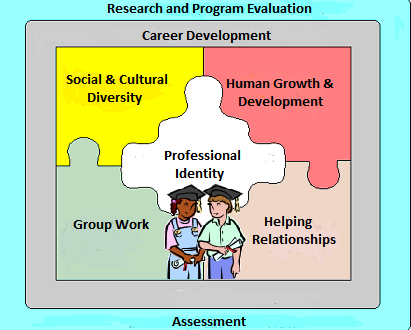
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# “Empowerment for Learning”

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**Textbook**:

Stone, C. & Dahir, C. (2011). *School Counselor Accountability: A Measure of Student Success*.

Upper Saddle River, NJ: Pearson.

**Pre-requisites:** MAEd in School Counseling

**Course Description**: Candidates will develop a rationale for implementing data- informed practice based on the American School Counseling Association (ASCA) National Model and the Council for Accreditation for Counseling and Related Educational Programs (CACREP School Counseling Specialty Standards). Candidates will learn specific strategies for finding, analyzing, and using data to contribute to overall school improvement.

**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** |
| School Counselor Accountability Research and Reflection Paper  200 pts. | All | All | All | 3 a, f, 5 g, 9 b, d, e, f, 10 b, c, d, e, f, i, j, k | 4, 6 | I C, D, II B, C, III A, B, C, D, V B, VI, B, C, D | 1 A, B, C, D, E, 2 A, C, 3 C, d, 4 A, B, C, D, 5 B, C, D, E, 6 A, B, C | A.1.1, A.1.2 | All | All |
| Discussion Forums  80 pts. | All | All | All | 3 a, f, 5 g, 9 b, d, e, f, 10 b, c, d, e, f, i, j, k | 4, 6 | I C, D, II B, C, III A, B, C, D, V B, VI, B, C, D | 1 A, B, C, D, E, 2 A, C, 3 C, d, 4 A, B, C, D, 5 B, C, D, E, 6 A, B, C | A.1.1, A.1.2 | All | All |
| Field Experience Assignment  100 pts. | All | All | All | 3 a, f, 5 g, 9 b, d, e, f, 10 b, c, d, e, f, i, j, k | 4, 6 | I C, D, II B, C, III A, B, C, D, V B, VI, B, C, D | 1 A, B, C, D, E, 2 A, C, 3 C, d, 4 A, B, C, D, 5 B, C, D, E, 6 A, B, C | A.1.1, A.1.2, A.2.1, A.2.2 | All | All |
| Class Participation  80 pts. | All | All | All | 3 a, f, 5 g, 9 b, d, e, f, 10 b, c, d, e, f, i, j, k | 4, 6 | I C, D, II B, C, III A, B, C, D, V B, VI, B, C, D | 1 A, B, C, D, E, 2 A, C, 3 C, d, 4 A, B, C, D, 5 B, C, D, E, 6 A, B, C | A.1.1, A.1.2 | All | All |

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

This course assesses all Kentucky Standards for Guidance Counselor Programs.

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

This course assesses all Guidance Counselor Program Objectives and Curriculum.

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

This course addresses all CACREP Common Core Curricular Areas.

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

This course addresses all areas of CACREP School Counselor Professional Knowledge, Skills, and Practices.

**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.

C.2.c. Understands issues that may affect the development and functioning of students (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression, and suicide.

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

2. a. Understands multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally.

2.b. Understands attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities.

2.c. Implements individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups.

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.

2.e. Utilizes theories of multicultural counseling, theories of identity development, and multicultural competencies.

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 3 Learning Environments

InTASC 5 Application of Content

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

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

Standard 4 Diversity

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

Standard A.3 Candidate Quality, Recruitment, and Selectivity

Standard A.4 Program Impact

Standard A.5 Provider Quality Assurance and Continuous Improvement

**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

Standard VI. Social, Legal, and Ethical Issues

**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 3 Ensuring management of the organization, operation, and resources for a safe,

efficient, and effective learning environment

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

Standard 6 Understanding, responding to and influencing the political, social, economic, legal,

and cultural context

**SPECIFIC OBJECTIVES:**

1. Candidates will discuss accountability issues for school counselors and explain the importance of embracing accountability in their practice.
2. Candidates will analyze the position of accountability in the ASCA National Model and will discuss its implementation in the comprehensive school counseling program they currently use or plan to use in the future.
3. Candidates will determine the types of data needed to assess student progress academically, socially, and emotionally and will develop a plan for gathering the data, disaggregating the data, and using the data to inform their practice.
4. Candidates will synthesize the MEASURE system for student success into their school’s comprehensive school counseling program.
5. Candidates will explain the connection between accountability and being data-driven practitioners.

**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.

**School Counselor Accountability Research and Reflection Paper (200 pts.)** Candidates will review literature about school counselor accountability in relation to each of the *Kentucky Standards for Guidance Counseling Programs* and *Kentucky Guidance Counselor Program Objectives and Curriculum.* Candidates will discuss their responsibilities to students and families in practicing each standard and will reflect on the implications this has for their practice as school counselors.

**Field Experiences (100 pts.)** Candidates will interview a student, a parent, a teacher, and a building and district level administrator to discuss what they believe school counselors are accountable for

**AND**

Candidates will interview two students with diversity (disability, giftedness, poverty, race/ethnicity, etc.) and their parent(s) to discuss what they believe school counselors are accountable for. Candidates will write a five page reflection of the experiences.

**Discussion Forums (80 pts.)** 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:**

**Campbellsville University**

**MAEd in School Counseling**

**School Counselor Accountability Research and Reflection Paper**

**Scoring Guide**

**100 pts.**

**Directions:**  Candidates will review literature about school counselor accountability in relation to each of the *Kentucky Standards for Guidance Counseling Programs* and *Kentucky Guidance Counselor Program Objectives and Curriculum.* Candidates will discuss their responsibilities to students and families in practicing each standard and will reflect on the implications this has for their practice as school counselors.

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| --- | --- | --- | --- | --- |
| Criteria | 90-100 | 80-89 | 70-79 | Below 70 |
| **Section I: Introduction**  **(2-3 pages)**  **KSGCP**: A 2, 3, 5  **InTASC**: 3 a, f, 5 g, 9 b, d, e, f, 10 b, c, d, e, f, i, j, k **CAEP Standards for Advanced Programs**: A.1.1, A.1.2 | Section I discusses the role of the school counselor in the overall school program and introduces the *Kentucky Standards for Guidance Counseling Programs* and *Kentucky Guidance Counselor Program Objectives and Curriculum* holistically. | Section I discusses the role of the school counselor in the overall school program and mentions the *Kentucky Standards for Guidance Counseling Programs* and *Kentucky Guidance Counselor Program Objectives and Curriculum*. | Section I discusses the role of the school counselor in the overall school program. | Section I discusses the role of the school counselor but does not connect it with the school program. |
| **Section II: Standard A Foundations of School Counseling**  **(2-3 pages)**  **KSGCP**: A 1-10  **InTASC**: 3 a, f, 5 g, 9 b, d, e, f, 10 b, c, d, e, f, i, j, k **CAEP Standards for Advanced Programs**: A.1.1, A.1.2 | Section II discusses the responsibility of school counselors in meeting *Standard A Foundations of School Counseling* citing specific indicators and literature that supports the candidate point of view. | Section II discusses the responsibility of school counselors in meeting *Standard A Foundations of School Counseling* citing literature that supports the candidate point of view. | Section II discusses the responsibility of school counselors in meeting *Standard A Foundations of School Counseling* but does not include literature to support candidate point of view. | Section II does not address the responsibility of school counselors in meeting *Standard A Foundations of School Counselin*g. |
| **Section III: Standard B Contextual Dimensions of School Counseling (2-3 pages)**  **KSGCP**: B 1-7  **InTASC**: 3 a, f, 5 g, 9 b, d, e, f, 10 b, c, d, e, f, i, j, k **CAEP Standards for Advanced Programs**: A.1.1, A.1.2 | Section III discusses the responsibility of school counselors in meeting *Standard B Contextual Dimensions of School Counseling* citing specific indicators and literature that supports the candidate point of view. | Section III discusses the responsibility of school counselors in meeting *Standard B Contextual Dimensions of School Counseling* citing literature that supports the candidate point of view. | Section III discusses the responsibility of school counselors in meeting *Standard B Contextual Dimensions of School Counseling* but does not include literature to support candidate point of view. | Section III does not address the responsibility of school counselors in meeting *Standard B Contextual Dimensions of School Counseling.* |
| **Section IV: Standard C Knowledge and Skill Requirements for School Counselors 1. Program Development, Implementation, and Evaluation Statement (2-3 pages)**  **KSGCP**: C.1 a-g  **InTASC**: 3 a, f, 5 g, 9 b, d, e, f, 10 b, c, d, e, f, i, j, k **CAEP Standards for Advanced Programs**: A.1.1, A.1.2 | Section IV discusses the responsibility of school counselors in meeting *Standard C Knowledge and Skill Requirements for School Counselors 1. Program Development, Implementation, and Evaluation* citing specific indicators and literature that supports the candidate point of view. | Section IV discusses the responsibility of school counselors in meeting *Standard C Knowledge and Skill Requirements for School Counselors 1. Program Development, Implementation, and Evaluations* citing literature that supports the candidate point of view. | Section IV discusses the responsibility of school counselors in meeting *Standard C Knowledge and Skill Requirements for School Counselors 1. Program Development, Implementation, and Evaluation* but does not include literature to support candidate point of view. | Section IV does not address the responsibility of school counselors in meeting *Standard C Knowledge and Skill Requirements for School Counselors 1. Program Development, Implementation, and Evaluation.* |
| **Section V: Standard C Knowledge and Skill Requirements for School Counselors 2. Counseling and Guidance (2-3 pages)**  **KSGCP**: C.2 a-h  **InTASC**: 3 a, f, 5 g, 9 b, d, e, f, 10 b, c, d, e, f, i, j, k **CAEP Standards for Advanced Programs**: A.1.1, A.1.2 | Section V discusses the responsibility of school counselors in meeting *Standard C* *Knowledge and Skill Requirements for School Counselors 2. Counseling and Guidance* citing specific indicators and literature that supports the candidate point of view. | Section V discusses the responsibility of school counselors in meeting *Standard C Knowledge and Skill Requirements for School Counselors 2. Counseling and Guidance* citing literature that supports the candidate point of view. | Section V discusses the responsibility of school counselors in meeting *Standard C Knowledge and Skill Requirements for School Counselors 2. Counseling and Guidance* but does not include literature to support candidate point of view. | Section V does not address the responsibility of school counselors in meeting *Standard C Knowledge and Skill Requirements for School Counselors 2. Counseling and Guidance.* |
| **Section VI: Standard C Knowledge and Skill Requirements for School Counselors 3. Consultation**  **(2-3 pages)**  **KSGCP**: C.3 a-d  **InTASC**: 3 a, f, 5 g, 9 b, d, e, f, 10 b, c, d, e, f, i, j, k **CAEP Standards for Advanced Programs**: A.1.1, A.1.2 | Section VI discusses the responsibility of school counselors in meeting *Standard C* *Knowledge and Skill Requirements for School Counselors 3. Consultation* citing specific indicators and literature that supports the candidate point of view. | Section VI discusses the responsibility of school counselors in meeting *Standard C Knowledge and Skill Requirements for School Counselors 3. Consultation* citing literature that supports the candidate point of view. | Section VI discusses the responsibility of school counselors in meeting *Standard C Knowledge and Skill Requirements for School Counselors 3. Consultation* but does not include literature to support candidate point of view. | Section VI does not address the responsibility of school counselors in meeting *Standard C Knowledge and Skill Requirements for School Counselors 3. Consultation.* |
| **Section VII: Program Objectives and Curriculum 1. Professional Identity (2-3 pages)**  **KGCPOC**: 1 a-h  **InTASC**: 3 a, f, 5 g, 9 b, d, e, f, 10 b, c, d, e, f, i, j, k **CAEP Standards for Advanced Programs**: A.1.1, A.1.2 | Section VII discusses the responsibility of school counselors in meeting *Program Objectives and Curriculum 1. Professional Identity* citing specific indicators and literature that supports the candidate point of view. | Section VII discusses the responsibility of school counselors in meeting *Program Objectives and Curriculum 1. Professional Identity* citing literature that supports the candidate point of view. | Section VII discusses the responsibility of school counselors in meeting *Program Objectives and Curriculum 1. Professional Identity* but does not include literature to support candidate point of view. | Section VII does not address the responsibility of school counselors in meeting *Program Objectives and Curriculum 1. Professional Identity* |
| **Section VIII: Program Objectives and Curriculum 2. Social and Cultural Diversity (2-3 pages)**  **KGCPOC**: 2 a-f  **InTASC**: 3 a, f, 5 g, 9 b, d, e, f, 10 b, c, d, e, f, i, j, k **CAEP Standards for Advanced Programs**: A.1.1, A.1.2 | Section VIII discusses the responsibility of school counselors in meeting *Program Objectives and Curriculum 2. Social and Cultural Diversity* citing specific indicators and literature that supports the candidate point of view. | Section VIII discusses the responsibility of school counselors in meeting *Program Objectives and Curriculum 2. Social and Cultural Diversity* citing literature that supports the candidate point of view. | Section VIII discusses the responsibility of school counselors in meeting *Program Objectives and Curriculum 2. Social and Cultural Diversity* but does not include literature to support candidate point of view. | Section VIII does not address the responsibility of school counselors in meeting *Program Objectives and Curriculum 2. Social and Cultural Diversity.* |
| **Section IX: Program Objectives and Curriculum 3. Human Growth and Development (2-3 pages)**  **KGCPOC**: 3 a-e  **InTASC**: 3 a, f, 5 g, 9 b, d, e, f, 10 b, c, d, e, f, i, j, k **CAEP Standards for Advanced Programs**: A.1.1, A.1.2 | Section IX discusses the responsibility of school counselors in meeting *Program Objectives and Curriculum 3. Human Growth and Development* citing specific indicators and literature that supports the candidate point of view. | Section IX discusses the responsibility of school counselors in meeting *Program Objectives and Curriculum 3. Human Growth and Development* citing literature that supports the candidate point of view. | Section IX discusses the responsibility of school counselors in meeting *Program Objectives and Curriculum 3. Human Growth and Development* but does not include literature to support candidate point of view. | Section IX does not address the responsibility of school counselors in meeting *Program Objectives and Curriculum 3. Human Growth and Development.* |
| **Section X: Program Objectives and Curriculum 4. Career Development**  **(2-3 pages)**  **KGCPOC**: 4 a-i  **InTASC**: 3 a, f, 5 g, 9 b, d, e, f, 10 b, c, d, e, f, i, j, k **CAEP Standards for Advanced Programs**: A.1.1, A.1.2 | Section X discusses the responsibility of school counselors in meeting *Program Objectives and Curriculum 4. Career Development* citing specific indicators and literature that supports the candidate point of view. | Section X discusses the responsibility of school counselors in meeting *Program Objectives and Curriculum 4. Career Development* citing literature that supports the candidate point of view. | Section X discusses the responsibility of school counselors in meeting *Program Objectives and Curriculum 4. Career Development* but does not include literature to support candidate point of view. | Section X does not address the responsibility of school counselors in meeting *Program Objectives and Curriculum 4. Career Development.* |
| **Section XI: Program Objectives and Curriculum 5. Helping Relationships**  **(2-3 pages)**  **KGCPOC**: 5 a-g  **InTASC**: 3 a, f, 5 g, 9 b, d, e, f, 10 b, c, d, e, f, i, j, k **CAEP Standards for Advanced Programs**: A.1.1, A.1.2 | Section XI discusses the responsibility of school counselors in meeting *Program Objectives and Curriculum 5. Helping Relationships* citing specific indicators and literature that supports the candidate point of view. | Section XI discusses the responsibility of school counselors in meeting *Program Objectives and Curriculum 5. Helping Relationships* citing literature that supports the candidate point of view. | Section XI discusses the responsibility of school counselors in meeting *Program Objectives and Curriculum 5. Helping Relationships* but does not include literature to support candidate point of view. | Section XI does not address the responsibility of school counselors in meeting *Program Objectives and Curriculum 5. Helping Relationships.* |
| **Section XII: Program Objectives and Curriculum 6. Group Work**  **(2-3 pages)**  **KGCPOC**: 6 a-g  **InTASC**: 3 a, f, 5 g, 9 b, d, e, f, 10 b, c, d, e, f, i, j, k **CAEP Standards for Advanced Programs**: A.1.1, A.1.2 | Section XII discusses the responsibility of school counselors in meeting *Program Objectives and Curriculum 6. Group Work* citing specific indicators and literature that supports the candidate point of view. | Section XII discusses the responsibility of school counselors in meeting *Program Objectives and Curriculum 6. Group Work* citing literature that supports the candidate point of view. | Section XII discusses the responsibility of school counselors in meeting *Program Objectives and Curriculum 6. Group Work* but does not include literature to support candidate point of view. | Section XII does not address the responsibility of school counselors in meeting *Program Objectives and Curriculum 6. Group Work.* |
| **Section XIII: Program Objectives and Curriculum 7. Assessment**  **(2-3 pages)**  **KGCPOC**: 7 a-i  **InTASC**: 3 a, f, 5 g, 9 b, d, e, f, 10 b, c, d, e, f, i, j, k **CAEP Standards for Advanced Programs**: A.1.1, A.1.2 | Section XIII discusses the responsibility of school counselors in meeting *Program Objectives and Curriculum 7. Assessment* citing specific indicators and literature that supports the candidate point of view. | Section XIII discusses the responsibility of school counselors in meeting *Program Objectives and Curriculum 7. Assessment* citing literature that supports the candidate point of view. | Section XIII discusses the responsibility of school counselors in meeting *Program Objectives and Curriculum 7. Assessment* but does not include literature to support candidate point of view. | Section XIII does not address the responsibility of school counselors in meeting *Program Objectives and Curriculum 7. Assessment.* |
| **Section XIV: Program Objectives and Curriculum 8. Research and Program Evaluations**  **(2-3 pages)**  **KGCPOC**: 8 a-f  **InTASC**: 3 a, f, 5 g, 9 b, d, e, f, 10 b, c, d, e, f, i, j, k **CAEP Standards for Advanced Programs**: A.1.1, A.1.2 | Section XIV discusses the responsibility of school counselors in meeting *Program Objectives and Curriculum 8. Research and Program Evaluation* citing specific indicators and literature that supports the candidate point of view. | Section XIV discusses the responsibility of school counselors in meeting *Program Objectives and Curriculum 8. Research and Program Evaluation* citing literature that supports the candidate point of view. | Section XIV discusses the responsibility of school counselors in meeting *Program Objectives and Curriculum 8. Research and Program Evaluation* but does not include literature to support candidate point of view. | Section XIV does not address the responsibility of school counselors in meeting *Program Objectives and Curriculum 8. Research and Program Evaluation.* |
| **General Assignment** | Program sections are clearly labeled in the order they appear on the scoring guide. All portions of the program are in one document. | Program sections are clearly labeled in the document, but some may be in a different order than the scoring guide. All portions of the program are in one document. | Program sections are clearly labeled in the document, but some portions of the program are not included. | Program sections are not labelled. |
| **APA Style** | Citations and Reference Page adhere to most recent APA Publication Manual. | Citations and Reference Page adhere to APA Publication Manual. | Citations and Reference Page adhere to MLA or other publication standards. | Citations and Reference Page are incorrect. |
| **Sources** | All sources are current, published within the last ten years | Most sources are current, published within the last ten years | Some sources are current, published within the last ten years | Few sources are current, published within the last ten years |
| **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 on or before the due date. | Assignment is submitted one day late. | Assignment is submitted two days late. | Assignment is submitted more than two days late. |

**SGC 700 School Counselor Accountability**

**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:** All  **KCPGO:** All **InTASC:** 3 a, f, 5 g, 9 b, d, e, f, 10 b, c, d, e, f, i, j, k  **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:** All  **KCPGO:** All **InTASC:** 3 a, f, 5 g, 9 b, d, e, f, 10 b, c, d, e, f, i, j, k  **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:** All  **KCPGO:** All **InTASC:** 3 a, f, 5 g, 9 b, d, e, f, 10 b, c, d, e, f, i, j, k  **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**

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **3** | **2** | **1** |
| **General Assignment**  **KSGC:** All  **KCPGO:** All **InTASC:** 3 a, f, 5 g, 9 b, d, e, f, 10 b, c, d, e, f, i, j, k  **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. |

**SGC 700 Field Experience Reflection**

**Scoring Guide**

**100 pts.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **90-100** | **80-90** | **70-80** | **Below 70** |
| **General Assignment**  **KSGCP:** All  **KGCPOC:** All  **InTASC:** 3 a, f, 5 g, 9 b, d, e, f, 10 b, c, d, e, f, i, j, k **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**  **KSGCP:** All  **KGCPOC:** All  **InTASC:** 3 a, f, 5 g, 9 b, d, e, f, 10 b, c, d, e, f, i, j, k **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**  **KSGCP:** All  **KGCPOC:** All  **InTASC:** 3 a, f, 5 g, 9 b, d, e, f, 10 b, c, d, e, f, i, j, k **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**  **KSGCP:** All  **KGCPOC:** All  **InTASC:** 3 a, f, 5 g, 9 b, d, e, f, 10 b, c, d, e, f, i, j, k **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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