Carson-Newman University
COUN-561: School Orientation for Counselors
Spring Semester 2015
Course Syllabus

Course Instructor:

Credit: Three (3) semester hours graduate

Required Texts:

Additional Required Readings:
Additional readings will be assigned throughout the course and posted on Edvance360.

Suggested Readings:
Recommended Texts:

**Strong recommendations for further readings and professional activities:**
Use materials and resources found in ASCA, ACA, NCDA, and APA publications.

Consider student membership in area (SMCA), state (TCA/TSCA), and national (ACA/ASCA) professional counseling organizations representing your area of emphasis and attend meetings when possible. SMCA One-day Conference will be Feb. 15 at Carson-Newman.

**Purpose of the course:**
This course is to provide an orientation experience in schools for school counselor candidates who have no prior teaching experience in accordance with the requirements of the Tennessee Licensure Standards for School Counselors (PreK-12). Students will gain knowledge in classroom management and student discipline methods.

**Pre-requisites:**
Students must have documentation of professional liability insurance coverage from student membership with American School Counselor Association (ASCA).

Students must have documentation of their individual Tennessee Law Enforcement Background Checks.

**Methods of Instruction:**
This course will include: readings and online discussions of textbook and selected articles; viewing DVD of model discipline approaches; school and classroom observations with cooperating teachers; practice teaching experiences with cooperating teachers’ feedback, chapter quizzes; reflection papers; and, final exam.

**Online Delivery System (Course Platform):**
This course will be using Edvance360 as the platform in which the course is presented.

**Technology Requirements**

**High-Speed Internet Connection**
- Broadband
- Satellite
- DSL
- Dial up is NOT recommended or supported

**Supported Operating Systems**
- Windows 7
- Windows Vista
- Windows XP (serv. pack 3)
• Mac OS 10.2 or higher

**Hardware**
• 1.3 GHz or higher processor
• 1Gb RAM memory or higher
• 80 GB Hard Drive or higher
• CD-RW Disk Drive
• Sound Card / Speakers
• Microphone / Video Cam
• USB / Flash Drive
• DVD Player

**Required Software**
• Internet Browser - Mozilla Firefox (recommended)

**Accessibility:**
This course has been designed to meet the requirements contained in the Americans with Disabilities Act, Section 508. If you require specific accommodations to complete this course, notify your instructor. Any student with a special documented disability (sight, hearing, mobility, learning, etc.) that may affect class activities should contact the Coordinator of Students with Disabilities, David Humphrey. Mr. Humphrey’s phone number is 471-3268. His office is located in Kathleen Manley Wellness Center. Students will have to provide appropriate documentation.

**C-N Online/e360 & Online Etiquette:**
We will be using the C-N Online Learning Management System that is powered by Edvance360, a web-based program that you will access the courses content and resources. I will be able to interact with you as well as assess and monitor your progress for this course. You will log on: [http://cnonline.cn.edu](http://cnonline.cn.edu) with your standard Carson-Newman username and password (such as you use for your e-mail). Once logged in you will have access to a complete C-N Online/e360 Student Manual under the help menu.

For this course you will begin by reading any information on the Course Home page. On the home page will be this syllabus, a course schedule and Lessons. Use the Lessons tool to access your assigned items for the week. This may include readings, PowerPoint viewing, videos, etc. You are responsible for completing the lessons when they are due. Follow closely this syllabus, the course calendar in C-N Online and any course alerts that you will see at the top of your Course Home Page.

**Discussions**
Required: You will be required to participate in discussion posts. You will see different “Forums” containing articles in which you will post your reactions and reflections. After you submit your reflection to the article, read posts from your classmates. You will be required to submit **two reactions to posts of your classmates on each article “Forum.”**

Etiquette: Always be constructive and encouraging when responding to fellow class members. You may disagree with a particular post, but do it in a respectful manner. Do not use the discussion postings to criticize another student in a personal way.
Tests
Please access your Tests/Quizzes through the Lessons module. I may have specific instructions or information you will need before taking the exam and will post this information in the form of a lesson item. **Note any time limits or restrictions on the exam.**

You are required to use BrowserLock when taking the exams. To download the software log in to C-N Online, select the Help button, and scroll to the bottom to access the software. The instructions for installation are in the C-N Online Student Manual. It is your responsibility to make sure the software is working on the computer you choose to take the exam. I will have one pre-exam for each test in which you can test the software. **Once you begin an exam you cannot exit and return.**

Dropbox
You will submit many assignment files through the course Dropbox. Here are some tips to make sure your assignments are submitted:
- Save your files even after you have submitted. If something happens with the submission you are responsible for being able to re-submit or send the files to me in another manner.
- You must run the Java Applet to be able to submit to the Dropbox.
- Wait for a confirmation after you press the Submit button
- Check the Dropbox regularly. If I have offered feedback for an assignment it will be visible to you in the appropriate Dropbox.

Learning Communities:
People learn through interactions with each other, with the instructor and with written, auditory and visual learning materials. To facilitate interactive learning among learners and between learners and faculty, a major goal of this course is to encourage the development of learning communities – i.e., help learners and faculty get to know and better understand each other. Towards this end, I will post a picture and a brief written bio introducing myself; this will be available online as part of the first day of class. You should also introduce yourselves by posting a brief bio within the platform – a picture is also recommended.

C-N Catalog Course Description:
In accordance with the requirements for Tennessee Licensure Standards for School Counselors (preK-12), this course is required for professional school counselor candidates who do not have teaching experience. The orientation experience will provide observation, participation in classroom instruction, and analysis of classroom activities.

Course Description:
The student will gain knowledge of classroom management and student discipline approaches. The student will have at least 75 hours observing and working as a teacher’s assistant in two regular classroom settings (one PreK-6 and one 7-12 level) and related experiences. Through guided observations and interviews, the student will gain an understanding of the nature of the classroom teacher’s work. Additional interviews and observations will enable the student to understand the work of various support personnel in schools. The student will teach at least two mini-lessons and receive feedback from the supervising teacher.
Online Learning is NOT self-paced learning. You will have exams, discussion posts and papers that have specific requirements and due dates.

**Overall goal and purpose of the course:**
The overall goal is enable the non-teacher candidate in school counseling to learn what it means to be a professional educator within the prek-12 school setting. Counselor education research indicates that non-teacher school counselors need additional training in classroom management, student discipline methods, and classroom teacher duties. This course offers non-teacher candidates the opportunity to learn classroom management skills that align with their role as a professional school counselor and to better understand the world of the classroom teacher. With these understandings, non-teacher counselors will be better able to facilitate student learning, build collaborative relationships with classroom teachers, and earn the respect of school administrators.

**Relationship of Course to School Counseling Program:**
This course is designed to provide non-teacher candidates in school counseling with knowledge and skills that will enable them to better manage groups of students, collaborate with teachers, consult with parents, and work with school administrators.

**Overall course objectives:**
Upon the successful completion of this course, students will:

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<tr>
<th>Learner objectives</th>
<th>CACREP</th>
<th>Eval</th>
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<tr>
<td><strong>Knowledge</strong></td>
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<tr>
<td>Explain the concepts of behavior and misbehavior as related to student learning and classroom management.</td>
<td>2, 4, 5, 9, 10, 11</td>
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<tr>
<td>Compare key pioneers in the evolution of classroom management methods and student discipline approaches.</td>
<td>2, 4, 5, 9, 10, 11</td>
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<td>Examine multicultural and diversity issues that influence student behavior and classroom management.</td>
<td>2, 4, 5, 9, 10, 11</td>
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<td>Analyze neurological-based behaviors that present challenges to classroom management.</td>
<td>2, 4, 5, 9, 10, 11</td>
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<tr>
<td>Examine research on evidence-based classroom management practices and determine which are best for school counselors.</td>
<td>2, 4, 5, 9, 10, 11</td>
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<td>Appraise the concepts of developing responsibility in youth by William Glasser and Alfred Alder that are relevant to effective classroom management.</td>
<td>2, 4, 5, 9, 10, 11</td>
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<td>Determine how to establish effective classroom management by promoting student belonging, cooperation, and self-control.</td>
<td>2, 4, 5, 9, 10, 11</td>
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<tr>
<td>Examine methods and strategies for working with challenging youth to promote school success.</td>
<td>2, 4, 5, 9, 10, 11</td>
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<td>Assess Harry Wong’s pragmatic approach to classroom organization and management.</td>
<td>2, 4, 5, 9, 10, 11</td>
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<td>Be knowledgeable of how to work with challenging youth by promoting dignity and hope.</td>
<td>2, 4, 5, 9, 10, 11</td>
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<tr>
<td>Be knowledgeable of how self-restitution and moral intelligence can be</td>
<td>2, 4, 5, 9, 10, 11</td>
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used to maintain classroom discipline.

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<tr>
<th>Skills</th>
<th>10, 11</th>
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<td>Demonstrate sensitivity to others and skills needed to relate to diverse individuals, groups, and classrooms.</td>
<td>6, 7, 8, 9, 10</td>
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<tr>
<td>Prepare instructional plans for two mini-lessons as approved by supervising teachers; one for preK-6 grades and one for 7-12 grades.</td>
<td>6, 7</td>
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<tr>
<td>Teach two mini-lessons as assigned by supervising teachers; one for preK-6 grades and one for 7-12 grades.</td>
<td>6, 8</td>
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<tr>
<td>Show evidence of how to prepare measureable outcomes for classroom lessons.</td>
<td>6, 7, 8</td>
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<td>Demonstrate awareness of school culture, norms of conduct and typical expectations for professional educators.</td>
<td>6, 9, 10</td>
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<th>Reflection</th>
<th>5, 6, 9, 10</th>
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<td>Compose responses and reactions to peer comments on articles, videos, and other learning experiences.</td>
<td>5, 6, 9, 10</td>
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<tr>
<td>Summarize thoughts and feelings experienced during daily school and classroom involvement.</td>
<td>5, 6, 9, 10</td>
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<td>Create a personal system of student discipline and classroom management that can evolve throughout professional career.</td>
<td>5, 6, 9, 10</td>
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**Course requirements:**

Students perform the following tasks:

1. **Professionalism (100 points):** Graduate students are expected to attend class, prepare for class discussions and participation by completing readings in advance of class attendance. Additionally, students are expected to be able to demonstrate the ability to accept and integrate feedback, be aware of their impact on others, and accept personal responsibility. Show respect to others while they are speaking & writing and demonstrate openness to different points of view.

2. **Complete a Pretest and Posttest on classroom management knowledge.** Difference between the two tests should be explained in your Philosophy Paper.

3. **Identify two cooperating teachers for your field orientation experiences {one elementary (k-6) and one high school (7-12)}.**

4. **Submit weekly Edvance360 assignments (100 points).**

5. **Participate in online discussion groups (100 points):** Topics will be posted for students to engage in a cooperative online learning community. Guidelines for participation and posting comments are provided below.

6. **Complete the Carson-Newman School Orientation for Counselors Notebook.** (100 points) The Notebook contains:
   a. Observations of two teachers, one for preK-6 grades and one for 7-12 grades.
   b. Observations of school meetings typically attended by teachers.
   c. Observations of cafeteria duty, dismissal duty, and the like.
   d. Interviews with school counselor, school psychologist, special education teacher, and reading specialist. {You are to learn what their roles are in schools and how do they collaborate with school counselors to serve students.}
   e. Observations of at-risk students as identified by supervising teachers.
7. Write two mini-lesson plans that your cooperating teachers recommend for you to teach: You should have one lesson plan for preK-6 grades and one lesson plan for 7-12 grades. Use the lesson plan template as posted on Edvance360. (100 points)
8. Feedback from teaching lessons: Teach two mini-lessons as planned while your cooperating teachers observe and provide feedback. Evaluation form will be provided by instructor. (100 points)
9. Maintain a daily journal of reflective observations on Edvance360 of orientation field experiences. (100 points)
10. Write a statement of personal philosophy of classroom management. This will be based upon course readings, online discussions, field experiences, discussions with cooperating teachers and other school professionals, personal reflections, and other course lessons and activities. This assignment is to be typed and be a minimum of five pages double-spaced. Students should review the Philosophy Paper Rubric as posted on Edvance360. (200 points)
11. Complete Final Exam on classroom discipline approaches. (100 points)

Grades:
All assignments are to be completed by the stated due date. Late assignments will be graded in accordance with Class and Carson-Newman Policies (see below).

Point Summary:
Professionalism 100 points
Chapter Assignments 100 points
Online Discussions of Topics 100 points
Two Mini-lesson Plans (50 points each) 100 points
Cooperating Teacher Feedback (50 points each) 100 points
Orientation Notebook 100 points
Daily Journal of Orientation Field Experience 100 points
Personal Philosophy on Classroom Management Paper 200 points
Final Exam 100 points
Total 1000 points

Grade Scale:
Grades will be assigned on the basis of the following percentages:
93%-100% A
85%-92% B
77%-84% C
Below 76% F

Identification of Course Artifacts for Professional Portfolio:
Graduate students in counseling are expected to maintain a Professional Portfolio during their training. The Portfolio must contain samples of at least one key assignment from each GSC course and examples of your professional activities outside of class. You are responsible for selecting and placing samples of your work in your Portfolio each semester. You will also want to include your professor's evaluation and feedback of your work in your Portfolio.
Your professional products can now be easily stored in an electronic Professional Portfolio identified for your use only. The web address to this electronic Portfolio is: https://eaglenet.cn.edu/GSC. Your login and password to this site are the same as for your CN email.

Projects and products from this course that you may wish to archive in your Professional Portfolio include: copies of your Mini-lesson Plans; Cooperative Teacher Feedback; Orientation Notebook; and/or, your final paper presenting your Philosophy of Classroom Management.

**Class Attendance and Participation:**
You will participate in online learning and field orientation experiences. We will have two on-campus meetings; once at the beginning of the semester and once at the end. The focus of student participations will be upon: 1) gaining knowledge of school culture and best practices of classroom management; 2) building skills in classroom management; and, 3) developing a professional disposition appropriate for success in working in schools.

**Guidelines for Online Discussions:**
You will be expected to post at **least two comments** for each topic presented by instructor on Edvance Discussion. The comments will be graded based upon the quality of your comments according the following five criteria of the Online Discussion Rubric below.