



CNS 501 College & Career Consultation and Collaboration

CLASS INFORMATION

Western Kentucky University
Counseling & Student Affairs
Fall 2019 Online

PROFESSOR INFORMATION

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OFFICE HOURS

Tuesdays 12-2pm; 8-9pm
Wednesday 10am-4pm
Please schedule an appointment; can include outside of those hours (online or face-to-face)

COURSE DESCRIPTION

Consultation models, professional collaborations, and application of concepts and skills with an emphasis on college and career readiness within school macro and micro systems.

PURPOSE OF THE COURSE

This course will examine consultation and collaboration with specific focus on college and career readiness at the P-12 levels. Specific topics will include consultation models and theories as well as practical perspectives of consultation and collaboration within and outside of the school system to include teachers, school counselors, college and career readiness coaches, administrators, business professionals, college and university personnel, parents/guardians, mental health professionals, and other professionals in national, regional, or state organizations helping to enhance the college and career preparation of students.

COURSE OBJECTIVES

This course is designed to achieve learning outcomes consistent with the 2015 Kentucky College & Career Competences proposed by the Kentucky Advising Task Force. In support of these standards, students should be able to understand and appropriately apply the knowledge, activities, and assessments related to each.

REQUIRED AND RECOMMENDED COURSE READINGS

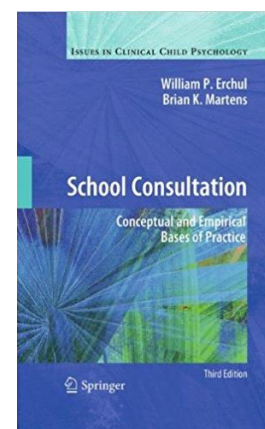
You are expected to complete all required reading for each class session. Consequently, you are encouraged to read the recommended readings and take notes on text chapters, articles, related documents (e.g., power points), and websites noted on the schedule so you are prepared for the given class quizzes and discussions. Additional materials may be placed on Blackboard within each unit as well.

Required Text

Erchul, W. P. & Martens, B. K. (2010). **School Consultation: Conceptual and Empirical Bases of Practice** (3rd ed.), Springer Publishing. ISBN 9781441957467.

Additional Required and Recommended Readings and Materials

Additional materials to supplement the text will be provided in Blackboard under the unit to which they are assigned. They include articles, webinars, videos, and worksheets.



Recommended Website Resources

National Career Development Association (NCDA)

[NCDA](http://www.ncda.org) (www.ncda.org) is a division of the ACA. Includes career counseling information, resources, articles, and activities for use with career development issues.

American School Counselor Association (ASCA)

[ASCA](http://www.schoolcounselor.org) (www.schoolcounselor.org) is a division of the ACA. The "ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student" describe the knowledge, skills and attitudes students need to achieve academic success, college and career readiness and social/emotional development. The standards are based on a survey of research and best practices in student achievement from a wide array of educational standards and efforts.

National Employment Counseling Association (NECA)

[NECA](http://www.employmentcounseling.org) (www.employmentcounseling.org) is a division of the ACA. Includes information regarding career counseling, education and training, certification, and related topics.

Occupational Outlook Handbook

[OOH](http://www.bls.gov/ooh) (www.bls.gov/ooh) is a comprehensive source of information regarding careers. It includes information from the federal Bureau of Labor Statistics and is updated yearly.

O*Net Online

[O*NET Online](http://www.onetonline.org) (www.onetonline.org) includes descriptions of careers and occupations. It is a resource for those looking for jobs, human resources (HR) professionals, researchers and others who want to learn more about the world of work.

COURSE STRUCTURE

The course is divided into 3 topics that include several learning units to address each of the course objectives. In addition, quizzes are due for each unit. The course structure is as follows:

Consultation Models & Theories

- Unit 0: Introduction to the course
- Unit 1: A school-based approach to consultation
- Unit 2: Promoting change in schools
- Unit 3: Consultation models and theories

Consultation and Collaboration within the School System

- Unit 4: Consultation within the schools
- Unit 5: Teachers
- Unit 6: School counselors and College & Career Readiness Coaches (CCRCs)
- Unit 7: Administrators

Consulting and Collaborating within the Community

- Unit 8: Consulting and collaborating within the community
- Unit 9: Local and regional businesses
- Unit 10: Higher education
- Unit 11: Parents, guardians, and families
- Unit 12: Mental health professionals
- Unit 13: National, regional, and state organizations

COURSE SCHEDULE

The list of readings below is a *suggested* guide for staying on track but you can get started early and complete most of the course requirements sooner if desired. Since a full semester course is condensed into 8 weeks, you should expect to cover the equivalent of two units each week. However, they have already been condensed into the 8 units listed below.

Due Dates	Class Topics & Units	Quizzes & Assignments Due
Consultation Models & Theories		
Sep 1	Unit 0: Introduction to the course Unit 1: A school-based approach to consultation	Syllabus Quiz Unit 1 Quiz
Sep 8	Unit 2: Promoting change in schools	Unit 2 Quiz DB 1 Post
Sep 15	Unit 3: Consultation models and theories	Unit 3 Quiz DB 1 Feedback
Consultation and Collaboration within the School System		
Sep 22	Unit 4: Consultation within the schools	Unit 4 Quiz DB 2 Post
Sep 29	Unit 5: Teachers	Unit 5 Quiz DB 2 Feedback
Oct 6	Unit 6: School counselors & CCRCs	Unit 6 Quiz
Oct 13	Unit 7: Administrators	Unit 7 Quiz DB 3 Post
Consulting and Collaborating within the Community		
Oct 20	Unit 8: Consulting and collaborating within the community	Unit 8 Quiz DB 3 Feedback
Oct 27	Unit 9: Local and regional businesses	Unit 9 Quiz DB 4 Post
Nov 3	Unit 10: Higher education	Unit 10 Quiz DB 4 Feedback
Nov 10	Unit 11: Parents, guardians and families	Unit 11 Quiz DB 5 Post
Nov 17	Unit 12: Mental health professionals	Unit 12 Quiz DB 5 Feedback
Nov 24	Unit 13: National, regional, and state organizations	Unit 13 Quiz C&C Project Post
Dec 1	<i>Use the holiday week to complete your final project feedback or submit it early and enjoy your time off!</i>	C&C Project Fdbk

The syllabus and grading requirements may be changed as needed. If an unforeseen circumstance or event occurs, you will be properly informed by the instructor.

DB = Discussion Board

C&C = Consultation & Collaboration Project

METHODS OF INSTRUCTION

The course is a mixture of group discussions and blackboard activities to apply the basic knowledge gained from the readings. You are responsible for the assigned readings and course activities on Bb. You will need to read ahead in order to be properly prepared for course assignments, quizzes, and discussion.

COURSE REQUIREMENTS

Points acquired through the course are combined through active participation, quizzes, and written assignments. The descriptions and value of each are listed below. Detailed rubrics are available in the appendices as indicated under the description for each assignment; they will be used for grading the assignments in Blackboard.

Preparation and Participation

Active participation, helpful feedback, and thoughtful contributions are essential to a meaningful learning experience with deeper comprehension of the material. Additionally, because the class will be interactive and experiential, there is no way to get the information if you do not complete the assigned readings, videos, activities, assignments, and keep up with your discussion board posts. Your class active participation is vital not only to your learning, but to your classmates' learning as well. Therefore, you are expected to contribute consistently and conscientiously to the class and/or group discussions.

Unit Quizzes

Each learning unit will include a quiz over the readings, PowerPoints, videos, and other resources listed. Up to 5 points will be awarded for each unit quiz (65 points) but you may drop your lowest two quiz grades for up to **55 points** of your total grade. Each quiz will have 10 questions each; you will have 20 minutes to complete the quiz and you may only take it once. Your test will auto-submit when your time has expired so you are strongly encouraged to read the material before attempting to take this quiz, answer all the questions initially, and then take the time you need to review your answers before saving and submitting your responses. You may NOT collaborate or share the information with others but you may consult your text and resources if necessary. These questions are provided to assess your comprehension of the material and will be randomly pulled from a pool of questions; therefore, questions on the same unit quiz may vary. You will need to complete each unit quiz to unlock consequent unit materials.

Discussion Boards

Discussions are typically more productive and meaningful when you are able to apply the material; therefore, in order to develop your final project throughout the course applying your new knowledge, you will participate in 5 discussion boards this semester worth 4 points each for a total of **20 points**. This will allow you to respond to a series of reflection questions and receive feedback on the development of your final project. You will receive points for providing well-developed posts but also by responding to others' posts in an articulate, collaborative, and supportive manner. The discussion boards will address the material over several units and help you apply it in a practical manner (see Appendix A for weekly rubric).

Consultation and Collaboration Project

Your discussion board posts helped you think about the material in the context of working with students and other professionals. While they helped you identify your target population, goals, and how you could use consultation and collaboration to get assistance with your goals, your final C&C project provides an opportunity for you to use the information and insights you gained to put it into action with your current job. If you are not currently employed where you can develop a project in your workplace, you are encouraged to meet your goals through collaborating with others. For this project, you will describe and reflect on a collaboration you developed in order to help directly or indirectly improve the college and/or career readiness of students or those working with students in the school or the community. It should include professional interviews with at least one professional from the schools and one from the community whom you do not already have a previous working relationship; you are encouraged to expand your current network to include new connections. You can find professionals through asking your classmates, existing colleagues and friends, or reaching out to them based on an ideal position that could help you enhance your work. Address each of the components listed below and provide a Mediasite PPT presentation (slides + video) for the class. You will earn points up to **40 points** for this assignment (see Appendix B for rubric).

- a. **Target population:** Describe the population with whom you work or hope to work (e.g., H.S. seniors, college freshman, qualified employees), especially as it pertains to college and career readiness. Identify how you hope to help them and how the knowledge you gain from collaboration with others will help to overcome those challenges?
- b. **Target goal:** Share your list of 3-5 target goals that will help you overcome your challenge(s) and enhance your current services to your target population. These can include goals for yourself (what you want to learn), for others (getting others involved), or your target population. How can consulting or collaborating with others help you meet those goals?
- c. For each professional you interviewed:
 1. Provide their **name, job title/role, organization/school, and picture** (if available).
 2. Address **why you selected them** and how you thought they would benefit you in enhancing your work with students and reaching one or more of your personal/professional goals.
 3. Explain what **they were able to provide you** to help you reach your goals. This may include different insights, shared expertise, new knowledge, helpful connections, collaborative support, etc.
 4. Describe the **actions you took to initiate the consultation** or collaboration with that professional. How did you achieve “entry” into the school/organization, department, and/or their classroom/office?
 5. List at least **5-8 questions you asked** each professional that helped you gain new insights into their work and how their expertise could benefit you in your role. Briefly summarize their responses to your questions.
- d. Provide any **advice and/or warnings** the professionals shared that related to your target population and/or goals. How will the advice or warnings impact your future work and goals?
- e. Describe **new opportunities or unexpected challenges** you encountered throughout this process related to consultation, collaboration, specific professionals, scheduling, etc. What might you do differently for future consultations/collaborations?

- f. Summarize any **final thoughts or key takeaways** that you gained from the consultation/collaboration. How might your experience and thoughts help others in this course, in your workplace, or with those you hope to serve?

STUDENT EVALUATION CRITERIA AND PROCEDURES:

Rubrics for the assignments are noted at the end of the syllabus. Grades for the course are determined from a percentage of the total points as follows:

A 90% - 100% | **B** 80% - 89% | **C** 70% - 79% | **D** 60% - 69% | **F** 0% - 59%

Assignments	Points
Unit Quizzes (drop lowest 2)	55
Discussion Boards	20
Consultation and Collaboration Project	40
Total Points Possible	115

COURSE POLICIES

ADA Students with Disabilities Who Require Accommodations

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a Faculty Notification Letter (FNL) from The Student Accessibility Resource Center.

Academic Integrity and Plagiarism

Academic integrity is an essential component of an academic community. Every student is responsible for fostering and maintaining a culture of academic honesty by making a commitment to the academic values of honesty, integrity, responsibility, trust, respect for self and others, fairness, and justice. In addition, students are expected to abide by the code of ethics for their profession and the student code of conduct for the university. Violations of academic integrity include cheating, plagiarism, or lying about academic matters. Plagiarism is defined as any use of another writer's words, concepts, or sequence of ideas without acknowledging that writer properly. This includes not only direct quotations of another writer's words, but also paraphrases or summaries of another writer's concepts or ideas without acknowledging the writer properly (i.e., citing them). Cheating includes behaviors such as giving or receiving data or information under any circumstances not permitted by the instructor. Lying about academic matters includes falsification of data or information as part of an academic exercise, or knowingly providing false information to a faculty member. Academic dishonesty is a profoundly serious offense because it involves an act of fraud, jeopardizing genuine efforts by faculty and students to teach and learn together. Students who are determined to have plagiarized an assignment or otherwise cheated in their academic work or examination may expect an "F" for the assignment in question or an "F" for the course, at the discretion of the instructor. All incidents of cheating or plagiarism, reported by the instructor, will follow the Student Remediation Process as described in the departmental handbook. Please note that the University does use web-based products to detect plagiarism. **Self-plagiarism:** This term is defined by the Publication Manual of the American Psychological Association (6th ed.) as authors presenting their "previously published work as new scholarship (p. 16)." It is thus unethical for students to use work previously submitted to meet a course requirement (e.g., a course paper for another course). Doing so will result in remediation procedures. Graduate students are advised that self-

plagiarism will be treated as plagiarism and that the same disciplinary procedures will be used as those implemented for plagiarism.

Academic Performance

As graduate students and professionals-in-training, graduate studies should be viewed from the perspective of professional development. All graduate students are expected to develop standards of academic and professional performance. See graduate catalog and the Department of Counseling & Student Affairs Student Handbook for more details.

Informed Consent

Students enrolled in counseling classes and programs are expected to exhibit personal qualities and characteristics consistent with effective functioning as a helping professional. Some classes require learning experiences, which focus on self-understanding or growth. The letter grade awarded for a class may not reflect an evaluation of personal qualities needed to function as a competent counselor. Admission of a student to a counseling class or program of study does not guarantee completion or graduation; assessment of a student's fitness is an ongoing process, and students should be aware that the instructor has a continuous responsibility to make such an assessment.

Late or Missing Assignments

Please plan ahead. Course assignments are due on the date indicated in the syllabus unless other arrangements are made with the course instructor prior to the due date. Late assignments will be penalized by a deduction of 10% per each day late; assignments past due one week are not accepted.

Use of Current Research

Course content is continuously revised to include the most recent relevant research. In addition to the references listed in this syllabus, the instructor will post references for relevant current research on the course Blackboard site. In order to create a high caliber graduate level paper, you are encouraged to work with the education librarians to help you find additional research articles. You may also view the [library tutorials](#) or educational [research guides](#) for more help.

Use of Technology in Course

This course is entirely online and incorporates a variety of resources, quizzes, and assignments provided through Blackboard. Therefore, you will need to have a computer with a reliable internet connection and access to Microsoft Word and PowerPoint software (download free through wku.edu/it). You are also encouraged to download the free anti-virus software to ensure your computer and submitted documents are free from malicious viruses or spyware. E-mail and Blackboard will be used for communication, to distribute relevant course information, as well for the submission of assignments. Students should stay abreast of such communication throughout each week of the course.

Title IX Misconduct and Discrimination Policies

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding the following policies:

- [Title IX Sexual Misconduct/Assault Policy](#) (#0.2070)
- [Discrimination and Harassment Policy](#) (#0.2040)

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

Please note that while you may report an incident of sex/gender-based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are “Responsible Employees” of the University and MUST report what you share to WKU’s Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU’s Counseling and Testing Center at 270-745-3159.

Flexibility Clause

The requirements, assignments, policies, evaluation procedures, etc. mentioned in this syllabus are subject to change. Students’ experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus. In addition, extenuating circumstances may contribute to modification in course requirements and schedule. For example, in the event that the university cancels classes, such as for severe weather, students will be expected to continue with readings as originally scheduled and class may be moved online via Blackboard, AdobeConnect, or other option. Any assignments scheduled during those missed classes, such as an exam or paper, are due as posted on the course website.

**APPENDIX A
DISCUSSION BOARD RUBRIC**

Requirement	Inconsistently or rarely meets expectations 0.5	Somewhat meets expectations 1	Meets expectations 1.5	Exceeds expectations 2
Main post	Limited if any appropriate thoughtfulness and conceptualization; inconsistent and limited use of appropriate inclusion personal examples or support for opinions.	Some, yet inconsistent thoughtfulness and conceptualization of the course readings, activities and discussions; inconsistent and/or inappropriate inclusion of personal examples or support for opinions.	Adequate thoughtfulness and conceptualization of the course readings, activities and discussions as evidenced by the use of one's own words; inclusion of relevant and appropriate personal examples and support for opinions or ideas.	Effective thoughtfulness and conceptualization of the course readings, activities and discussions as evidenced by the use of one's own words; effective inclusion of relevant and appropriate personal examples and support for opinions or ideas.
Feedback to Others	Inadequate feedback to others and/or incomplete number of required responses.	Limited feedback to others as required or adequate feedback but incomplete number of required responses.	Adequately helpful and thoughtful feedback to others as required.	Helpful and thoughtful feedback to others as required or to more students than necessary regarding their posts.

APPENDIX B
CONSULTATION & COLLABORATION PROJECT RUBRIC

Requirement	Inconsistently or rarely meets expectations 1	Somewhat meets expectations 2	Meets expectations 3	Exceeds expectations 4
Target population	Limited description of the target population; may be missing components such as how you hope to help them and the challenges you may face.	Some, yet not thorough description of the target population including how you hope to help them and the challenges you may face.	Adequate description of the target population including how you hope to help them and the challenges you may face.	Effective and thorough description of the target population including how you hope to help them and the challenges you may face.
Target goal	Limited or missing description of 3-5 target goals that help you overcome your challenge(s), enhance your current services, and identifies how collaborating can help you meet your goals.	Somewhat provides a list 3-5 target goals that help you overcome your challenge(s), enhance your current services, and identifies how collaborating can help you meet your goals.	Adequate list of 3-5 target goals that help you overcome your challenge(s), enhance your current services, and identifies how collaborating can help you meet your goals.	Effective list of 3-5 target goals that help you overcome your challenge(s), enhance your current services, and identifies how collaborating can help you meet your goals.
Professionals interviewed & selection	Limited or missing description of the professionals interviewed, why you selected them, and how you thought they would benefit your work.	Somewhat describes the professionals interviewed, why you selected them, and how you thought they would benefit your work.	Adequate description of professionals interviewed, why you selected them, and how you thought they would benefit your work.	Thorough description of professionals interviewed, why you selected them, and how you thought they would benefit your work.
Insights & expertise	Limited or missing explanation of what they were able to provide you to help you reach your goals.	Somewhat explains what they were able to provide you to help you reach your goals.	Adequate explanation of what they were able to provide you to help you reach your goals.	Detailed explanation of what they were able to provide you to help you reach your goals.
Actions you took	Limited or missing description of the actions you took to initiate the consultation or collaboration and how you achieved entry.	Somewhat describes the actions you took to initiate the consultation or collaboration and how you achieved entry.	Adequately describes the actions you took to initiate the consultation or collaboration and how you achieved entry.	Effectively describes the actions you took to initiate the consultation or collaboration and how you achieved entry.
Questions you asked	Asked limited or ineffective questions that helped you gain new insights into their work.	Asked 5-8 somewhat helpful questions that helped you gain new insights into their work.	Asked 5-8 adequate questions that helped you gain new insights into their work.	Asked 5-8 effective questions that helped you gain new insights into their work.

Requirement	Inconsistently or rarely meets expectations 1	Somewhat meets expectations 2	Meets expectations 3	Exceeds expectations 4
Advice & warnings	Limited or ineffective advice and/or warnings from the professionals related to your target population and/or goals.	Provided somewhat helpful advice and/or warnings from the professionals related to your target population and/or goals.	Provided adequate advice and/or warnings from the professionals related to your target population and/or goals.	Provided effective advice and/or warnings from the professionals related to your target population and/or goals.
Opportunities & challenges	Limited or missing new opportunities or unexpected challenges encountered throughout the process with suggestions for how you would do things differently in the future.	Somewhat described new opportunities or unexpected challenges encountered throughout the process with suggestions for how you would do things differently in the future.	Adequately described new opportunities or unexpected challenges encountered throughout the process with suggestions for how you would do things differently in the future.	Effectively described new opportunities or unexpected challenges encountered throughout the process with suggestions for how you would do things differently in the future.
Final thoughts	Limited or missing final thoughts or key takeaways gained from the consultation/ collaboration.	Somewhat useful final thoughts or key takeaways gained from the consultation/ collaboration.	Adequate final thoughts or key takeaways gained from the consultation/ collaboration.	Very useful final thoughts or key takeaways gained from the consultation/ collaboration.
Feedback to others	Inadequate feedback to others and/or incomplete number of required responses.	Limited feedback to others as required or adequate feedback but incomplete number of required responses.	Adequately helpful and thoughtful feedback to others as required.	Helpful and thoughtful feedback to others as required or to more students than necessary regarding their posts.