



CES 505 TRAUMA AND CRISIS COUNSELING

Term: Fall 2019

Time: Online

Professor Contact Information

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School of Education – Graduate Studies

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Course Description

This course is designed to prepare students to respond effectively in critical situations and to help counsel clients who are experiencing crisis events in their lives. Students will understand that crisis interventions are founded in theory, and will be able to apply theory to crisis intervention techniques. Students will learn assessment and treatment techniques of clients in crisis situations and those suffering from trauma will be studied using materials and formulations drawn from several theoretical approaches. (3 credit hours)

Prerequisite Studies

None

Diversity in the Oakland City School of Education

The School of Education is committed to a core set of values that are reflected in a culture that promotes development of personal and professional integrity and engagement for the benefit of our society. As an academic community, the faculty and staff of the School of Education values:

- Diversity in all of its manifestations
- Respect for the individual and deviating perspectives that challenge us
- Collaboration
- Creativity in thought and action

To further the mission of diversity, the School of Education “*encourages and supports an environment which presents and values diversity defined in accordance with NCATE Professional Standard 4 as differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographic area*”.

Course Objectives

Students will demonstrate a working knowledge of the school counselors’ roles responsibilities and functions of a crisis counselor as a member of an emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event. Measurable statements are linked to the **Indiana Content Standards for Educators** and **ASCA National Model Themes** (below).

Indiana Content Standards for Educators/School Counselors (ICSE)	ASCA National Model Themes
<ol style="list-style-type: none"> 1. Human Development and the Learning Process 2. Theories and Practices in Education and School Counseling 3. The School Counseling and Guidance Program 4. Individual Counseling, Small-Group Counseling, and Classroom Guidance 5. Responsive Services and Crisis Counseling 6. Career and Postsecondary Educational Guidance and Counseling 7. The Leadership Role of the School Counselor 8. Professional, Legal, and Ethical Standards and Issues in School Counseling 	<ol style="list-style-type: none"> 1. Leadership 2. Advocacy 3. Collaboration 4. Systemic Change

Demonstrate a working knowledge of the school counselors' roles, responsibilities, and functions of a crisis counselor as a member of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event such as suicide of sexual assault. Measurable Statement linked to ISCE (1, 2,3, 4, 5, 6, 7,8) and ASCA National Model Themes (1, 2, 3, 4)

Evaluate the principles and effects of crises, disasters, and other trauma causing events on persons of all ages including but not limited to types of crisis, community resilience, and the environmental factors that affect both normal and abnormal behavior of students and faculty during crisis. Measurable Statement linked to School ISCE (1, 2, 3, 4, 5, 6) and ASCA National Model Themes (1, 2, 3, 4)

Demonstrate basic interviewing skills and assessment processes used with traumatized individuals including but not limited to suicidal, homicidal, or other potentially harmful reactions to crisis. Measurable Statement linked to ISCE (2, 4, 5, 6) and ASCA National Model Themes (1, 2, 3, 4)

Understand the ethical and professional issues in crisis and trauma intervention and treatment, such as emergency plans, reporting, and educating faculty, staff, and administration on campus. Measurable Statement linked to ISCE (1, 4, 5, 6, 8) and ASCA National Model Themes (1, 2, 3, 4)

Instructional Design

Students will explore collaborative based strategies to help assist school leadership on campus through course readings and research in the event a major emergency.

Required Textbook

Cavaiola, A. A., & Colford, J. E. (2018). *Crisis intervention: A practical guide*. Los Angeles: SAGE.

ISBN 978-1506322384

Cohen, E. D., & Cohen, G. S. (2019). *Counseling ethics for the 21st century: A case-based guide to virtuous practice*. Thousand Oaks, CA: SAGE Publications.

E-Learning Center

The E-Learning Center (ELC) at elearning.oak.edu provides students with access to online classrooms (for fully online courses) and web assist resource rooms (for campus and hybrid courses). In addition to providing learning resources through the ELC the instructor may also post current News and Announcements about the course in the appropriate online classroom or resource room.

Barger-Richardson Learning Resource Center

The Barger-Richardson Learning Resource Center is the student gateway to library resources at Oakland City University through www.oak.edu/library/Discover.html or coming to campus (605 W. Columbia Street, Oakland City, IN 47660). To ask questions or make comments about library services please call (812) 749-1269 or visit www.oak.edu/library/Ask.html. If you do not yet have OCU library access please complete the Library Registration form at <https://myocu.wufoo.com/forms/library-registration/> (also found under Library at www.oak.edu).

.Grading

Tentative Course Outline

The topics in this course will be explored as follows:

Unit	Lesson Title and Topics	Learning Activities Schedule
1	UNDERSTANDING CRISIS	<u>Read</u> : Syllabus, TEXT CH. 1 <u>Discussion</u> : Assigned Readings & PEER REFLECTIONS
2	CRISIS INTERVENTION	<u>Read</u> : CH. 2 & 3 and watch video lecture <u>Discussion</u> : Crisis intervention model do's and don'ts <u>Assignment Due</u> : WRITTEN ARTICLE REVIEW #1
3	CHILD MALTREATMENT	<u>Read</u> : CH. 4 <u>Discussion</u> : CHILD ABUSE AWARENESS <u>Assignment Due</u> : WRITTEN ARTICLE #2
4	ADOLESCENT CRISIS/MENTAL HEALTH	<u>Read</u> : CH. 5 AND 12 <u>Discussion</u> : ADOLESCENT CRISES TYPES <u>Assignment Due</u> : WRITTEN REVIEW #3
5	SCHOOL'S RESPONSE/LOSS A	<u>Read</u> : CH. 6 AND 10 <u>Discussion</u> : ACTIVE SHOOTER LECTURE <u>Assignment Due</u> : WRITTEN REVIEW #4
6	ALCOHOL AND DRUG COUNSELING	<u>Read</u> : CH. 7 <u>Discussion</u> : SCOPE OF DRUG ISSUES <u>Assignment Due</u> : WRITTEN REVIEW #5

Unit	Lesson Title and Topics	Learning Activities Schedule
7	SEXUAL ASSAULT AND PARTNER RELATIONSHIPS	<u>Read</u> : CH. 8 & 9 <u>Discussion</u> : PEER DISCUSSION <u>Assignment Due</u> : Begin work on Final Project
8	MENTAL HEALTH	<u>Read</u> : CH. 12 <u>Discussion</u> : MENTAL HEALTH FOR CHILDREN AND ADULTS <u>Assignment Due</u> : FINAL PROJECT

Course Assignments and Assessments

The following assignments and assessments must be successfully completed to pass the course.

Assignments and Assessments	Point Value
Unit 1: Written Unit Reflection & Class Engagement (10)	10 points
Unit 2: Unit Reflection (10) Written Article Review (50)	60 points
Unit 3: Unit Reflection & Class Engagement (10) Written Article Review (50)	60 points
Unit 4: Unit Reflection & Class Engagement (10) Written Scenario Review (50)	60 points
Unit 5: Unit Reflection & Class Engagement (10) Written Scenario Review(50)	60 points
Unit 6: Scenario Review (50)	50 points
Unit 7: Final Paper Construction	
Unit 8: Final Paper (100)	100 points
TOTAL:	400 POINTS

Assignments 1-5 50 points

Unit Reflection and Peer Review

Due to the nature of the course in an online format, it is crucial that we connect as much as possible in a group format. Students are expected to contribute to weekly class discussions of the reading assignments and the unit reflections. The Peer Critique component associated with this course will consist of written feedback to at least three member of the course on their critiques of the reading. The discussion topics will be developed by the instructor as a writing prompt for students to engage with one another and full expand on the unit understand. The value of 10 points will be given each per discussion. [*Due to the inconsistency of course enrollment, the points possible for this assignment will fluctuate based upon the number of presentation groups created and assigned by the instructor.]

Applicable Standards for Assignment

ISCE: 1, 2, 3, 4, 5, 6, 7, 8

ASCA: 1, 2, 3, 4

Assignments 2-6 Article and Scenario Reviews**250 points (50 points each)****Written Article and Scenario Review**

Read and be prepared to discuss one article related to the weekly unit as it relates to administration and school counselors in a crisis management setting. The article reviews will take and apply knowledge gained in the unit to a current article and ask students how they would handle the situation if they were the person or persons make the decision. An annotated review is a critical reflection of the reading. It is more than just an article review or a "I liked this article". You must show reflection, critical thinking, and interaction with the contents of the article.

Guidelines:

- Use a title page (see *APA Manual*)
- Explanation of article (Key concepts)
- Identification, analysis of the event and how it is important to the reading
- Quotes Placed at end of each Review.

Applicable Standards for Assignment

ISCE: 1, 2, 3, 4, 5, 6, 7,8

ASCA: 1, 2, 3, 4

Assignment 4 Final Research Paper 100 points**APPLYING KNOWLEDGE**

Student will compose a research paper in where they will use best practices in collaborative education to solve a problem or issue that will be centered around the idea of dealing with a crisis or trauma situation at their school. The professor will provide the writing prompt for the student to complete to demonstrate mastery of the course material.

Guidelines:

- Include at least **eight scholarly** resources (including a mix of websites, books, journals, professional interviews, etc.)
- Format the title page as per the *Dissertation Manual* and follow APA style guidelines
- Critical thinking should be evident throughout the paper
- The 8 page (minimum) paper is to be written by the end of the course deadline.

Applicable Standards for Assignment

ISCE: 1, 2, 3, 4, 5, 6, 7,8

ASCA: 1, 2, 3, 4

Graduate Grading System

Points	Percentage	Grade	Value	Definition
388-400	97%+	A	4.0	Superior
372-387	93-96%	A-	3.7	Excellent
355-371	89-92%	B+	3.3	High Average
340-354	85-88%	B	3.0	Average
324-339	81-84%	B-	2.7	Low Average
308-323	77-80%	C+	2.3	Below Average, Counting as Graduate Credit
292-307	73-76%	C	2.0	Below Average, Counting as Graduate Credit
<292	<73%	F	0.0	Failure
		I		Incomplete

Graduate Grading System

Points	Percentage	Grade	Value	Definition
		WE		Instructor Withdrawal Excessive Absences
		AU		Audit
		W		Student Withdrawal

Evaluative Assignment Rubrics

(See following pages)

Assessment Scale	INEFFECTIVE There is little or no evidence of addressing the Learning Outcomes.	IMPROVEMENT NECESSARY The evidence addresses the Learning Outcomes at a minimal level.	EFFECTIVE The evidence addresses the Learning Outcomes at an acceptable level.	HIGHLY EFFECTIVE The evidence addresses the Learning Outcome at a consistently high level.
	.25-1.0	1.25-2.0	2.25-3.0	3.25-4.0
Indiana Content Standards for Educators (ISCE)			ASCA National Model Themes	
<ol style="list-style-type: none"> 1. Human Development and the Learning Process 2. Theories and Practices in Education and School Counseling 3. The School Counseling and Guidance Program 4. Individual Counseling, Small-Group Counseling, and Classroom Guidance 5. Responsive Services and Crisis Counseling 6. Career and Postsecondary Educational Guidance and Counseling 7. The Leadership Role of the School Counselor 8. Professional, Legal, and Ethical Standards and Issues in School Counseling 			<ol style="list-style-type: none"> 1. Leadership 2. Advocacy 3. Collaboration 4. Systemic Change 	

Candidate Name _____ **Date** _____

Assignment Requirements	Rating
1. The candidate can explain the significance of the ISCE, and ASCA applicable standards within his/her role ISCE 1, 2, 3, 4, 5, 6,7,8; ASCA 1, 2, 3, 4	
2. The candidate can demonstrate an understanding of the roles of a school counselor in the setting of crisis and trauma management. ISCE 1, 2, 3, 4, 5, 6,7,8; ASCA 1, 2, 3, 4	
3. The candidate demonstrated the value of ASCA National Model. ISCE 1, 2, 3, 4, 5, 6,7,8; ASCA 1, 2, 3, 4	
4. The candidate attended all class sessions. ISCE 1, 2, 3, 4, 5, 6,7,8; ASCA 1, 2, 3, 4	
5. The candidate took an active part in all class discussions and activities. ISCE 1, 2, 3, 4, 5, 6,7,8; ASCA 1, 2, 3, 4	
Total Points	
Comments:	

ASSIGNMENT: Unit Reflection and Review 10 points (each)

Assessment Scale	INEFFECTIVE There is little or no evidence of addressing the Learning Outcomes.	IMPROVEMENT NECESSARY The evidence addresses the Learning Outcomes at a minimal level.	EFFECTIVE The evidence addresses the Learning Outcomes at an acceptable level.	HIGHLY EFFECTIVE The evidence addresses the Learning Outcome at a consistently high level.
	.25-1.0	1.25-2.0	2.25-3.0	3.25-4.0
Indiana Content Standards for Educators (ISCE)			ASCA National Model Themes	
1. Human Development and the Learning Process 2. Theories and Practices in Education and School Counseling 3. The School Counseling and Guidance Program 4. Individual Counseling, Small-Group Counseling, and Classroom Guidance 5. Responsive Services and Crisis Counseling 6. Career and Postsecondary Educational Guidance and Counseling 7. The Leadership Role of the School Counselor 8. Professional, Legal, and Ethical Standards and Issues in School Counseling			1. Leadership 2. Advocacy 3. Collaboration 4. Systemic Change	

Candidate Name _____ Date _____

Assignment Criteria	Rating
1. The candidate provided comprehensive and in-depth coverage of the assigned topic. Specific Standards: ISCE 1, 2, 3, 4,7,8; ASCA 1, 2, 3, 4	
2. The candidate can demonstrate an understanding of the roles of a school counselor in the event of a crisis or traumatic school event. ISCE 1, 3, 4, 6,7,8; ASCA 1, 2, 3, 4	
3. The candidate demonstrated the value of modeling legal, personal, and professional behavior in a traumatic event. ISCE 1, 3, 4, 5, 6,7,8; ASCA 1, 2, 3, 4	
4. The candidate submitted all assignments as required. ISCE 1, 2, 4, 5, 6, 7, ASCA 1, 2, 3, 4	
5. The candidate's paper was organized, coherent, and well planned. The student's paper flowed smoothly and naturally. Transitions were logical and effective. Content included purposeful citing of ISCE Standards and ASCA Themes as deemed appropriate. Specific Standards ISCE 1, 2, 3, 4,8; ASCA 1, 2, 3, 4	
6. The candidate cited professional, scholarly sources within the textbook and outside. Students had constructed feedback and were willing participants in the overall course. The format of the paper was professional in appearance. Specific Standards: ISCE 1, 2, 3, 8; ASCA 1, 2, 3, 4	
Total Points	

Comments:	
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ASSIGNMENT: Annotated Article and Scenario Review 250 points

Candidate Name _____ **Date** _____

Assessment Scale	INEFFECTIVE There is little or no evidence of addressing the Learning Outcomes.	IMPROVEMENT NECESSARY The evidence addresses the Learning Outcomes at a minimal level.	EFFECTIVE The evidence addresses the Learning Outcomes at an acceptable level.	HIGHLY EFFECTIVE The evidence addresses the Learning Outcome at a consistently high level.
	.25-1.0	1.25-2.0	2.25-3.0	3.25-4.0
Indiana Content Standards for Educators (ISCE)			ASCA National Model Themes	
<ol style="list-style-type: none"> 1. Human Development and the Learning Process 2. Theories and Practices in Education and School Counseling 3. The School Counseling and Guidance Program 4. Individual Counseling, Small-Group Counseling, and Classroom Guidance 5. Responsive Services and Crisis Counseling 6. Career and Postsecondary Educational Guidance and Counseling 7. The Leadership Role of the School Counselor 8. Professional, Legal, and Ethical Standards and Issues in School Counseling 			<ol style="list-style-type: none"> 1. Leadership 2. Advocacy 3. Collaboration 4. Systemic Change 	

Assignment Criteria	Rating
1. The candidate provided comprehensive and in-depth coverage of the assigned topic. Specific Standards: ISCE 1, 4, 5, 6,7, 8; ASCA 1, 2, 3, 4	
2. The candidate can demonstrate an understanding of the roles of leadership, advocacy, collaboration, and Systemic change. ISCE 1, 2, 3,7,8; ASCA 1, 2, 3, 4	
3. The candidate demonstrated the value of modeling personal and professional behavior. Specific Standards: ELCC 1, 2, 3, 4, 5; ASCA 1, 2, 3, 4	
4. The candidate submitted all assignments as required. ELCC 4, 5, 6, 7,8; ASCA 1, 2, 3, 4	
5. The candidate’s paper was organized, coherent, and well planned. The student’s paper flowed smoothly and naturally. Transitions were logical and effective. Content included purposeful citing of ELCC Standards and ASCA Themes as deemed appropriate. Reviews were written in APA format with proper citations. Specific Standards: ELCC 1, 2, 3, 4, 7, 8; ASCA 1, 2, 3, 4	

	Total Points
Comments:	

ASSIGNMENT 4 RESEARCH PAPER 100 points

Candidate Name _____ **Date** _____

Assessment Scale	INEFFECTIVE There is little or no evidence of addressing the Learning Outcomes.	IMPROVEMENT NECESSARY The evidence addresses the Learning Outcomes at a minimal level.	EFFECTIVE The evidence addresses the Learning Outcomes at an acceptable level.	HIGHLY EFFECTIVE The evidence addresses the Learning Outcome at a consistently high level.
	.25-1.0	1.25-2.0	2.25-3.0	3.25-4.0

Indiana Content Standards for Educators (ISCE)	ASCA National Model Themes
<ol style="list-style-type: none"> 1. Human Development and the Learning Process 2. Theories and Practices in Education and School Counseling 3. The School Counseling and Guidance Program 4. Individual Counseling, Small-Group Counseling, and Classroom Guidance 5. Responsive Services and Crisis Counseling 6. Career and Postsecondary Educational Guidance and Counseling 7. The Leadership Role of the School Counselor 8. Professional, Legal, and Ethical Standards and Issues in School Counseling 	<ol style="list-style-type: none"> 4. Leadership 5. Advocacy 6. Collaboration 5. Systemic Change

Assignment Criteria	Rating
1. The candidate provided comprehensive and in-depth coverage of the assigned topic of a counselor’s role in trauma and crisis management. Specific Standards: ISCE 5,6,7,8; ASCA 1, 2, 3, 4	
2. The Candidate demonstrated an understanding of the roles of a counselor in regard to suicide prevention, Sexual assault, drug and alcohol addiction, and adolescent and teen mental health issues. Specific Standards: ASCA 1, 2, 3, 4	
3. The candidate demonstrated the value of modeling legal, personal, and professional behavior. ISCE 1, 3,8; ASCA 1, 2, 3, 4	
4. The candidate submitted all assignments as required. Specific Standards: ISCE 1,2,3, 4,5,6,7,8; ASCA 1, 2, 3, 4	
5. The candidate’s paper was organized, coherent, and well planned. The paper flowed smoothly and naturally. Transitions were logical and effective. Content included purposeful	

citing of ISCE and ASCA Standards as deemed appropriate. Specific Standards: ELCC 1, 2,3,4,5,8 ASCA 1, 2, 3, 4	
6. The candidate cited professional, scholarly sources in the paper as references. The in-text citations and reference page adhered to standard APA documentation style. The format of the paper was professional in appearance. Specific Standards: ISCE 1,2,3, 4,5,6,7,8; ASCA 1, 2, 3, 4	
Total Points	
Comments:	

Bibliography

Students wishing to explore the course content further may wish to consider the following sources. Several of these readings are historic standards in understanding key principles and best practices in the course subject matter.

- Aspy, C. B., Oman, R. F., Vesely, S. K., McLeroy, K., Rodine, S., & Marchall, L. (2004). Adolescent violence: The protective effects of youth assets. *Journal of Counseling and Development, 82*, 268-276.
- Asner-Self, K. K. & Marotta, S. A. (2005). Developmental indices among Central American immigrants: Clinical implications for counselors. *Journal of Counseling and Development, 83*, 162-171.
- Colti, b. G. & Collings, T. M. (2004). *Crisis and trauma: Developmental-Ecologicalical Intervention*.
- Echterling, L.G., Presbury, J. H.. and McKee, J. E. (2005). *Crisis Intervention: Promoting resilience and resolution in troubled times*. Upper Saddle: Pearson
- Feather, J. S. & Ronan, K. R. (2006). Trauma-focused cognitive behavioral therapy for abused children with posttraumatic stress disorder: A pilot study. *New Zealand Journal of Psychology, 35*(3), 132-145.
- Ginter, E. J. (2004). JCD's special section on school violence: Reactions and thoughts of a counselor. *Journal of Counseling and Development, 82*, 310-312.
- Hage, S. M. (2006). Profiles of women survivors: The development of agency in abusive relationships. *Journal of Counseling and Development, 84*, 83-94.
- King, N. J., Heyne, D., Tonge, B., J., Mullen, P., Myerson, N., Rollings, S., & Ollendick, T., H. (2003). Sexually abused children suffering from post-traumatic stress disorder: Assessment and treatment strategies. *Cognitive Behavior Therapy, 32*(1), 2-12.
- Maples, M. F., Packman, J., Abney, P., Daugherty, R. F., Casey, J. A., & Pirtle, L. (2005). Suicide by teenagers in middle school: A postvention team approach. *Journal of Counseling and Development, 83*, 397-405.

Mejia, X. E. (2005). Gender matters: Working with adult male survivors of trauma. *Journal of Counseling and Development*, 83, 29-40.

Course Policies

Academic Honesty – Students are expected to respect and uphold accepted standards of honesty in writing examinations or submitting written work to instructors. Plagiarism, though occurring in many forms, in essence involves the presentation of another person’s work as if it were the work of the presenter. The results of research must be properly documented, and quoted material must be so designated. Students guilty of plagiarism or cheating may be suspended from the course and receive a failing grade.

Accommodations for Students with Special Needs – Oakland City University actively supports the Americans with Disabilities Act which protects qualified individuals with disabilities from discrimination. Oakland City University will work with students and other associates to provide reasonable accommodations as provided in the Act. If a student or another associate believes he/she needs accommodations for class he/she should contact the Office for Campus Life at (812) 749-1421 or visit www.oak.edu/campus-life/student-services.php.

Bad Weather Policy – Oakland City University uses the Nixle Emergency Notification System to contact staff, students, and members of the community about upcoming events, class cancelations due to severe weather, and on-campus emergencies. Students are encouraged to register for Nixle (www.nixle.com) to receive e-mail notifications about campus emergencies. The latest alerts also can be followed on Twitter ([@ocu47660](https://twitter.com/ocu47660)). Students may also check the following radio stations: WBIW-13.40 AM, WQRK-105.5 FM, or WPHZ-102.5 FM.

Document Formatting – Assignments must be formatted according to the current edition of the APA manual. Basic formatting protocols that should be followed include:

- Font size should be 12 point utilizing one of the following fonts: Arial, Calibri (body text), Georgia, or Times New Roman.
- Do not use report covers or notebooks unless directed to do so. Staple or binder clip assignment pages together as necessary or as required when submitting hardcopy.
- Use your name, course number, and assignment name as the file name for a document when submitted electronically.
- Be sure to include your name, course number, and contact information in your document as required by formatting guidelines (e.g., on the title page) or as directed by the instructor.

Respect for Divergent Viewpoints and Diversity – Students and faculty are to show appropriate respect for each other, and for divergent viewpoints expressed in the classroom. Such respect does not require agreement with or acceptance of divergent viewpoints.

Standards for Student Behavior – As a denomination- affiliated university, the policies and guidelines of Oakland City University mandate student behavior to be consistent with Christian principles. Some behavior that is acceptable by the general public may not be acceptable on the Oakland City University campus.

Students at Oakland City University are expected to conduct themselves in an appropriate adult manner on and off campus and to conform to standards of propriety at all times. They should act with consideration for the rights of other students and for the reputation of the school and the community.

Inappropriate actions or activities occurring on or off-campus which may reflect upon the integrity or character of Oakland City University will be addressed based on the guidelines and policies of disciplinary action found in this handbook. The University reserves the right to dismiss a student whose conduct is detrimental to the general welfare of the school or community.

For a further explanation concerning the Christian principles which Oakland City University follows as well as the General Baptist Concepts of Morality, a copy of the General Baptist Social Principles Handbook may be obtained through the University Bookstore, or you may ask for the desk copy from any Resident Hall Director, Resident Assistant, or the Office for Campus Life.

Use of Inclusive Language – Students are expected to use non-sexist inclusive language as appropriate in the completion of course assignments and participation in classroom discussions. The use of male gender terms to describe individuals, groups, titles, or roles that can include the female gender should be rewritten to more accurately reflect that both genders are being addressed. In cases where only one gender is clearly intended, language should be used that reflects that gender.

OCU Mission Statement

Oakland City University is a Christian faith-based learning community dedicated to the enhancement of intellectual, spiritual, physical and social development for positive leadership.

OCU School of Education Mission Statement

The School of Education at OCU is a collaborative learning community dedicated to:

- Academic knowledge, technological skills, pedagogical proficiency, and lifelong learning
- The preparation for gainful employment through academic excellence
- The promotion of Christian ethical and moral values
- The enhancement of each student practitioner's intellectual, physical, spiritual, and social development
- Community service through positive leadership

School of Education – Graduate Programs Conceptual Framework and Objectives

The purpose of the Conceptual Framework (CF) as it relates to graduate studies in the School of Education (SOE) is to provide a foundation and organizational system through which candidates accomplish the primary objective of the program. This objective is to advance the knowledge, skills, and disposition of those serving in leadership positions in the educational and business communities.

The OCU School of Education promotes development of effective educators who master knowledge, skills, and dispositions which enable servant leaders to positively impact the next generation of learners. The learning outcomes that flow out of the primary objective are to develop a student that:

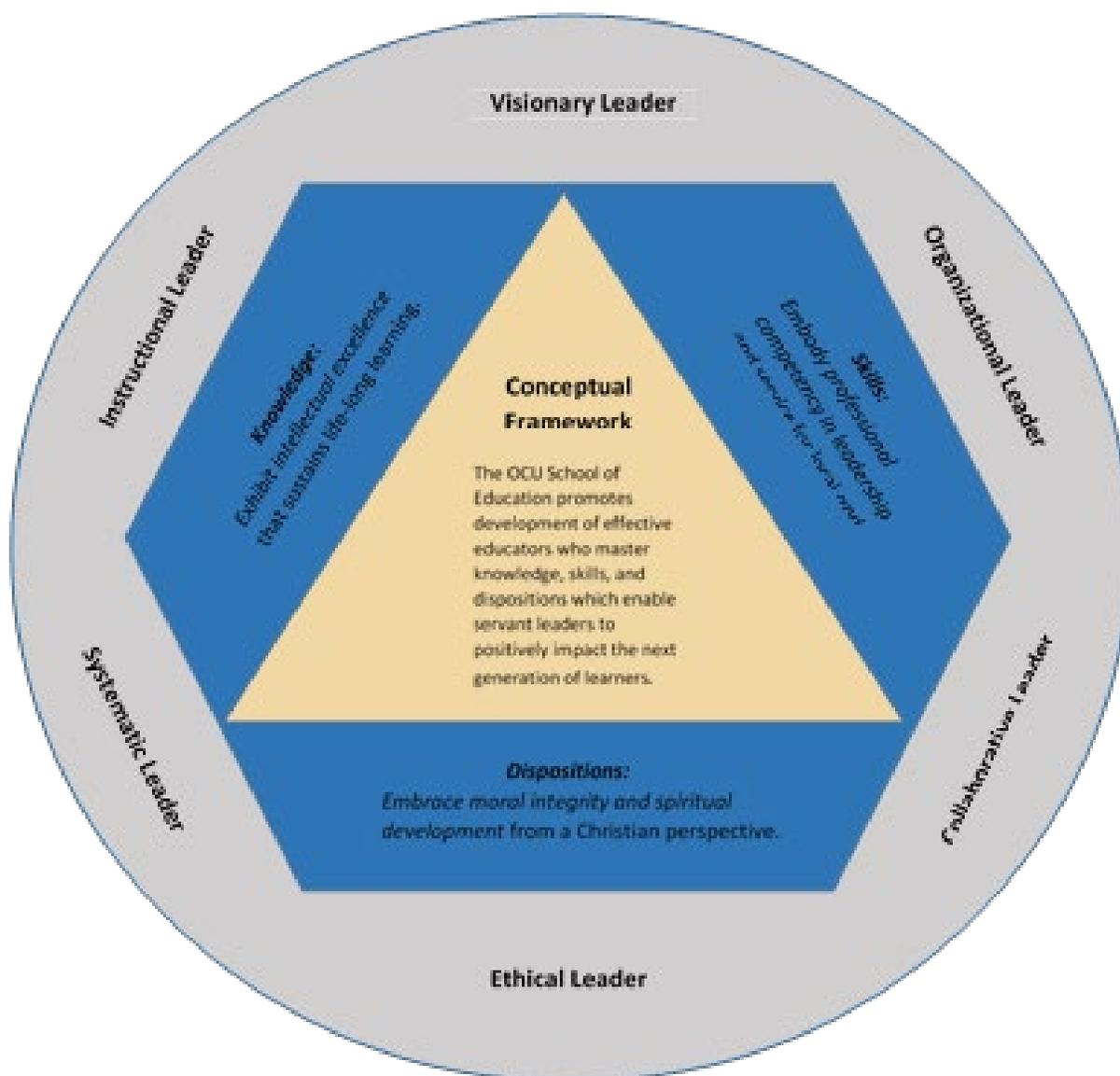
- has advanced skills in one's specialized content area(s) and has the knowledge of and uses the tools of inquiry as part of the on-going educational process while demonstrating ethical leadership in creating positive working or learning environments for employers and students;
- has advanced knowledge of human development and uses the information to support the advancement of humankind's intellectual, social, and personal development within a business or educational community environment;
- has an in-depth understanding of diversity issues in life and their inherent value;
- models a variety of current leadership skills that assist employees/students to become critical thinkers and analytical problem solvers;

- guides, facilitates, and supports the success of all learners by providing leadership in curriculum development learning assessment, instructional supervision, and program evaluation conducive to student learning, personnel professional growth, and district and organizational accountability;
- uses collaboration within a positive organizational or learning environment with his or her employees, students, and work community;
- effectively uses a variety of communication techniques that foster inquiry and collaboration within the work environment;
- develops a leadership style that incorporates technological delivery systems with colleagues that enhance business and educational communication and community support;
- reflects on his or her leadership techniques and styles and experiences and adapts them to meet business, education, or community needs as he or she flourishes professionally through active participation in professional organizations, community organizations, and community service activities; and
- serves the community and assists as a community resource person in the community in which he or she is employed.

Conceptual Framework OCU School of Education Advanced Programs

SOE Conceptual Framework Components

1. Skills
 - 1.1 Technological Skills
 - 1.2 Pedagogical proficiency
2. Disposition
 - 2.1 Promotion of ethical and moral values
 - 2.2 Community service through positive leadership
 - 2.3 Lifelong learning and Collaboration
3. Knowledge
 - 3.1 Knowledge of Student
 - 3.2 Knowledge of Content



Courseware Usage

This syllabus is intended to reflect accurately all aspects of the course learning experience. However, Oakland City University or the professor reserves the right to modify any portion of this syllabus as necessary because of events and circumstances that occur during the course.

No part of this course, including the syllabus, lessons, handouts, presentations, web pages, audio or video media, etc., may be reproduced or transmitted in any form by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of Oakland City University, except when used for instructional purposes during which Oakland City University and the professor is acknowledged as the source of the material.

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