



CED 6005: Professional Counseling: Orientation

**COURSE INFORMATION**

Section:  
Semester/Year:  
Division:  
Class location:  
Class day/time:  
Credit hours: 3  
Class type: Lecture

**FACULTY CONTACT INFORMATION**

Name:  
Office Address:  
Office Hours:  
Telephone:  
E-mail Address:

**TABLE OF CONTENTS**

1. [Accessibility](#)
2. [Course Description](#)
3. [Course Materials](#)
4. [Outcome Alignment](#)
5. [Grading System](#)
6. [Assignments & Exams](#)
7. [Course Schedule](#)
8. [Class Policies](#)
9. [Attendance Policy](#)
10. [Religious Holidays](#)
11. [Student Disability Services](#)
12. [Counseling Resources](#)
13. [Sexual Misconduct \(Title IX\)](#)
14. [Academic Dishonesty](#)
15. [Course Drops & Withdrawals](#)
16. [Student Services](#)
17. [Class Recordings](#)
18. [Online Courses](#)
19. [Technology Access & Support](#)
20. [Privacy and Confidentiality](#)
21. [MTTC Preparation](#)
22. [Data Collection](#)

**Accessibility**

Accessibility provides helpful pathways for using materials and learning opportunities for all WSU students, including international students, students with disabilities, and LGBTQ+ students. Free text to speech software, screen readers, and learning support services may be available.

[Student Disability Services](#) can offer assistance with accessibility software and options. Here are more resources which may also be helpful.

[Accessibility](#)

[International Students](#)

[Student Disability Services](#)

[LGBTQ+ Resources](#)

**Course Description**

Introduction to the counseling profession including history, philosophy, training, roles, functions, responsibilities, advocacy, organizations, laws, ethical codes and decision making models, licensure, credentialing, technology, and helping relationships. This course also orients students to Wayne State's Counselor Education (CED) Master's Degree concentrations.

**Course Goal:**

The purpose of this course is to orient students to the Counseling master's degree program, as well as the broader counseling profession. After taking his course, students will be able to identify defining aspects of the counseling professional identity, including professional organizations, such as the American Counseling Association and CACREP. Students will also learn about the historic roots from which the counseling profession developed, so they can better understand how counseling history shapes current professional identities.

**Method(s) of Instruction:** Synchronous Lecture

## Course Materials

### *Required Text*

Neukrug, E. S. (2016). *The world of the counselor: An introduction to the counseling profession* (5th ed.). Pacific Grove, CA: Brooks/Cole.

### *Supplemental Texts (optional)*

Conyne, R.K. & Bemak, F. (Eds.). (2005). *Journeys to professional excellence: Lessons leading counselor educators and practitioners*. Alexandria, VA: American Counseling Association.

Corey, G. (2010). *Creating your professional path*. Alexandria, VA: American Counseling Association.

Meier, S. T. & Davis, S. R. (2010). *The elements of counseling* (7th ed.). Pacific Grove, CA: Brooks/Cole.

### *Supplemental References (optional)*

American Counseling Association. (2009). *The ACA encyclopedia of counseling*. Alexandria, VA: American Counseling Association.

Amundson, N., Harris-Bowlsbey, J., & Niles, S. (2009). *Essential elements of career counseling: Process and techniques* (2nd ed.). Upper Saddle River, NJ: Pearson Prentice-Hall.

Bloom, J.W. & Walz, G. (Eds.). (2005). *Cyber counseling and cyber learning: An encore*. Alexandria, VA: American Counseling Association.

Corey, G., Corey, M. S., & Callanan, P. (2010). *Issues and ethics in the helping professions* (8th ed.). Pacific Grove, CA: Brooks/Cole.

Cormier, L. S., Nurius, P., & Osborn, C. (2008). *Interviewing and change strategies for helpers: Fundamental skills and cognitive-behavioral interventions* (6th ed.). Pacific Grove, CA: Brooks/Cole.

Dworkin, S., & Pope, M. (Eds.). (2012). *Casebook for counseling lesbian, gay, bisexual, and transgender persons and their families*. Alexandria, VA: American Counseling Association.

Gladding, S.T. (2010). *The counseling dictionary* (3rd ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

Gladding, S. T. (2007). *A guide to ethical conduct for the helping professions* (2nd ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

Hutchinson, D. (2011). *The essential counselor: Process, skills, and techniques* (2nd ed.). Thousand Oaks, CA: SAGE.

Kottler, J.A., & Shepard, D. (2010). *Introduction to therapeutic counseling* (7th ed.). Grove, CA: Brooks/Cole.

Remley, T., & Herlihy, B. (2009). *Ethical, legal and professional issues in counseling* (3rd ed.). Boston, MA: Allyn & Bacon.

Rubin, J. (2011). *The art of art therapy* (2nd ed.). Clifton, NJ: Routledge.

Sinacola, R. & Peters-Strickland, T. (2011). *Basic psychopharmacology for counselors and psychotherapists* (2nd ed.). Boston, MA: Allyn & Bacon.

Sue, D.W., & Sue, D. (2007). *Counseling the culturally diverse: Theory and practice* (5th ed.). Hoboken, NJ: Wiley.

Welfel, E. R. (2010). *Ethics in counseling and psychotherapy: Standards, research, and issues*. Pacific Grove, CA: Brooks/Cole.

**Manuals**

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author.

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

**Journals**

- Counseling Psychologist
- Elementary School Guidance and Counseling
- Journal of College Counseling
- Journal of College Student Development
- Journal of Counseling & Development
- Journal of Mental Health Counseling
- Journal of Multicultural Counseling and Development
- Measurement and Evaluation in Counseling and Development
- Michigan Journal of Counseling and Development
- School Counselor

**Course Outcome Alignment with Assignments (& Standards)**

2016 CACREP STANDARDS	LEARNING OUTCOMES	WEEKS	MEASURED WITH
5.C.1.a 2.F.1.a,b,c,d, g,	1. Students will identify professional counseling organizations and their	2,4,5	Final Exam Book chapters 1-8

	roles in promoting professional counseling identity and practice.		11, 14-18
2.F.8,a, g, i	2. Students will critique research that informs counseling practice.	3,7,8	Written article review Multicultural paper
2.F.5,d, f, g 2F11	3. Students will discuss the counseling process from the perspective of a counseling client	5,6	Practice Skills in class Attend 6 counseling sessions Self-awareness paper
5.C.2,a,c,i,k, l	4. Students will identify work settings that are likely to employ professional counselors.	7,8,9,10, 12,13,14,	Site visit Oral presentation of site visit

## Grading System

### Graduate Grading Scale

Grade Letter	Grade Percent Range
A	93-100%
A-	90-92%
B+	88-89%
B	84-87%
B-	80-83%
C+	78-79%
C	74-77%
F	<74%

JOURNAL ARTICLE REVIEW	5%
ATTENDANCE	5 %
HELPING PROCESS ACTIVITY/PAPER	10 %
WRITTEN ARTICLE REVIEW	10 %
SELF-AWARENESS ACTIVITY/PAPER	15 %
MULTICULTURAL PAPER	20 %
ORAL PRESENTATION	15 %
FINAL EXAM	20 %

**TOTAL 100%**

### Grading polices for tests, assignments, and attendance:

1. Students are expected to attend and participate in all classes and all assigned out-of-class activities.
2. Assignments are to be completed on time. Any requests for extensions must be discussed before the due date and extension may, if granted, result in loss of points for grading.
3. All papers should reflect graduate level content and preparation. Careless preparation and/or inappropriate presentation will adversely affect the grade

for that assignment.

4. Incomplete grades are not routinely given. The request for an incomplete grade must be made before the end of the semester. Such requests should be limited to unusual circumstances.

## **Course Assignments and Exams**

Readings assigned in the Course Schedule should be completed as indicated. Each class will begin with a discussion of key concepts within the assigned chapters for the week. Students should be prepared to summarize, discuss, and/or react to all readings. If you wish, written assignments may be turned in early.

### ***1) Journal Article Review***

It is imperative that you read weekly and show verbal evidence of this in each class. Each student will be required to bring in one current journal article (last 3 years) that relates to counseling. Students will choose a date to present their article. Current journal articles must be selected (last 3 years). ***Contribution to grade: 5 percent.***

### ***2) Attendance and Timeliness***

The Introduction to Counseling class is the foundation course for your program. Therefore, attendance and being on time is imperative. Points will be deducted for lack of attendance and lateness. ***Contribution to grade: 5 percent.***

### ***3) Helping Process Activity and Paper***

A brief paper (3-4 pages) on a “helpful” moment in your life and what you learned about the helping process. Identify any significant events, people, and experiences that have influenced your beliefs and attitudes about helping people. This should be a specific time when someone helped you. The helpful person should not be a family member. Please do not merely relay the incident. What did you learn from this helping process? What effect did it have on you? (i.e., what you learned from it, and how you will apply what you learned as a result of this experience to being a counselor).

Grading Criteria:

- Paper must follow the APA manual and format
- Paper must be a FULL 3 to 4 pages in length
- Paper must contain a description of the experience and what was learned
- Paper must contain the impact that the experience had on you, the writer
- Paper must contain how you will apply what you learned about being a counselor
- Paper must be free of grammatical errors

***Contribution to grade: 10 percent***

### ***4) Written Article Review (Three dates to present set in Class one)***

Read a recent article (from one of the Journals listed in this syllabus) and write a brief (one to two pages) summary and your reaction to the article. Include the article’s citation.

Grading criteria:

- Paper must follow the APA manual and format
- Paper must contain a reference page in the correct APA format
- Paper must contain an abstract
- Paper must contain your response to the article
- Paper must be free of grammatical errors

***Contribution to grade: 10 percent***

### ***5) Self-Awareness Activity and Paper***

Students are expected to serve as a client for a minimum of six counseling sessions at the WSU Counseling Center Laboratory (313) 577-1681 or equivalent setting. This activity is to encourage reflection and self-examination with respect to the experience of "being a client." (You were told about this experiential activity when you were interviewed). You are to evaluate this experience and complete a 5 to 6-page paper on this experience relating learning and self-awareness to your career objectives by addressing the following areas:

- a. Describe your experience(s) as a client. Include affective, cognitive, and behavioral dimensions. The use of "I statements" is strongly encouraged.
- b. What did you learn about yourself?
- c. What did you learn about counseling and/or the counseling process?
- d. What did you learn about "being a client?"
- e. What did you learn about "being a counselor?"
- f. Discuss the impact of the "counseling experience" on your goals for your training and career.
- g. Discuss your learning of the entire process beginning with when you first were aware of the assignment.

Grading criteria:

- Paper must follow the APA manual and format
- Paper must contain an abstract in the correct APA format
- Paper must be 5 to 6 FULL pages in length
- Paper must be free of grammatical errors
- Paper must have the counseling verification sheet attached
- Paper must capture what the student learned about themselves, the overall counseling process, and what they felt when they first learned of this requirement.
- Paper must contain a description of what the student learned about being a client and a counselor
- Paper must contain a description of what the student gleaned from the experience, as it pertains to their training and career

***Contribution to grade: 15 percent***

### ***6) Multicultural Interview and Paper***

In this assignment, you will interview a person whom you perceive as being culturally different from yourself, about his/her experiences growing up. Ideally, this person is someone you do not already know or do not know well. It CANNOT be a family member.

You will ask the person to exchange information about his or her life experiences and the interface of race, ethnicity, culture, gender, spirituality, and socioeconomic status with those experiences. As a counseling student learning to become a multicultural competent counselor, you are expected to respond to the narrator's stories by demonstrating to him or her, the extent of what you have heard. You should meet with this individual at least once for a minimum of 30 - 60 minutes. (If necessary, you may conduct the interview via telephone, but face-to-face is preferred).

You should prepare a general outline of questions or areas to explore, with an expectation that deviations from this outline are likely to occur.

Include in your report an analysis that emphasizes the social/cultural context in which the individual has lived. Describe how his/her life may have been affected by social factors such as race, gender, ethnicity, class, religion/spirituality, sexual orientation, age, gender of siblings, parent(s) and extended family, location of residence, historical events, and adult role models. Use examples and quotations from the interview to illustrate major themes and events. Discuss similarities and/or differences between your prior knowledge [based on beliefs, readings, mass media, etc.] regarding the race, culture, gender,

ethnicity, class, religion/spirituality, sexual orientation, and class of the individual and your experiences with this individual. Discuss factors that may account for these differences. Describe any counseling/clinical implications that you have discovered from this interview. Also exploring how this individual and his/her culture view counseling.

These interactions may range from meetings with a friend (or acquaintance) to meetings with a person whom you have introduced yourself for this project. While working with someone you already know may avoid the initial awkwardness of this activity, you are encouraged to challenge yourself multiculturally by finding and introducing yourself to someone new.

You need to inform the individual you are meeting with about the purpose of this class project, the length of the contact, and the written assignment that is required of you. It should be made clear that this individual is comfortable with both the interaction and the assignment.

Following the interview, you will transcribe your questions, paraphrase the answers, and comment on and summarize your experience. The paper should be 5 to 6 pages. It will also be marked on the appropriateness of the questions asked and the depth of your observations.

#### Grading criteria

- Paper must follow the APA manual and format
- Paper must contain a reference page in the correct APA format
- Paper must contain an abstract in the correct APA format
- Paper must be 5 to 6 FULL pages in length
- Paper must contain a separate page with a list of the questions asked. (Just the questions). This does not count in your 5 to 6 FULL pages in length
- Paper must capture how the interviewee was affected by social factors, such as race, gender, ethnicity, etc.
- Paper must capture how the interviewer discussed the similarities and differences between their prior knowledge and current interview
- Paper must contain counseling and clinical implications discovered in the interview
- Paper must be free of grammatical errors

***Contribution to grade: 20 percent***

#### **7) Oral Presentation**

Visit an agency (should be a “helping–type” agency that provides counseling) to gather information about the services provided. You should provide copies of a summary template to all members of the class. Gather brochures and other visual aids that may be circulated in the class (You do not need to make copies of these.) You will present this to the class. If you need special audio/visual equipment, it must be requested (through me) at least a week in advance.

Your presentation should include the following:

1. The purpose of the agency
2. The clientele serviced
3. How the agency helps its clients
4. Hours of operation
5. How the agency got started and how long in business
6. What credentials do “professional” staff members possess?
7. What are some challenges this agency faces? (If known)

***Contribution to grade: 15 percent***

8) Final Exam

The final exam will have multiple choice, true or false, and/or short answer questions.

Contribution to grade: 20 percent

**Tentative Course Schedule**

Week	Date	Readings & Content	Assignments Due (in addition to weekly readings/assignments on Canvas)
1		Overview: Syllabus / Getting acquainted	
2		Chapter 1 The Counselor's Identity Chapter 2 History of the Counseling Profession	
3		***UNDERGRADUATE LIBRARY *** Meet at Lab A, first floor at 4:30	MEET AT THE LIBRARY RESEACH INSTRUCTION
4		Chapter 3 Standards in the Profession: Ethics Accreditation, and Credentialing	
5		Chapter 4 Individual Approaches to Counseling Chapter 5 Counseling Skills	HELPING PROCESS ACTIVITY DUE
6		Chapter 4 Individual Approaches to Counseling Chapter 5 Counseling Skills  ***PRACTICE SKILLS***	PRACTICE SKILLS IN CLASS  WRITTEN ARTICLE REVIEW PRESENTATIONS
7		Chapter 6 Couples and Family Counseling Chapter 7 Group Work Research Article Presentations	JOURNAL ARTICLE REVIEW PRESENTATIONS
8		Chapter 8 Consultation and Supervision Chapter 9 Development Across the Life Span	JOURNAL ARTICLE REVIEW PRESENTATIONS
9		Chapter 10 Abnormal Development Diagnosis, and Psychopathology Chapter 11 Career Development: The Counselor and the World of Work	WRITTEN ARTICLE REVIEW PRESENTATIONS
10		Chapter 12 Testing and Assessment Chapter 13 Research and Evaluation	WRITTEN ARTICLE REVIEW PRESENTATIONS
11		Chapter 14 Theory of Multicultural Counseling Chapter 15 Skills of Multicultural Counseling	MULTICULTURAL INTERVIEW DUE
12		Chapter 17 Community Counseling	



13	Chapter 16 School Counseling Chapter 18 Student Affairs & College Counseling	SELF-AWARENESS PAPER
14	Site Visit Presentation	ORAL PRESENTATION
15	Final Exam	FINAL EXAM

## Class Policies

List specific descriptions of the criterion and methods to be used in evaluating/grading student performance (professionalism, discussion, participation, late assignments, etc...)

## Attendance Policy

Add your policy, if applicable.

## Religious Holidays

Because of the extraordinary variety of religious affiliations of the University student body and staff, the Academic Calendar makes no provisions for religious holidays. However, it is University policy to respect the faith and religious obligations of the individual. Students with classes or examinations that conflict with their religious observances are expected to notify their instructors well in advance so that mutually agreeable alternatives may be worked out.

## Student Disabilities Services

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. However, during the fall 2020 semester SDS will only be delivering services remotely. The SDS telephone number is 313-577-1851 (main number) or 313-202- 4216 for videophone use. Please continue to use these numbers as SDS is still receiving calls. Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services' mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University. You can learn more about the disability office at [www.studentdisability.wayne.edu](http://www.studentdisability.wayne.edu)

To register with Student Disability Services, complete the online registration form at: [https://wayne-accommodate.symplicity.com/public\\_accommodation](https://wayne-accommodate.symplicity.com/public_accommodation)

## Counseling and Psychological Services (CAPS)

It is quite common for college students to experience mental health challenges, such as stress, anxiety and depression that interfere with academic performance and negatively impact daily life. Help is available for any currently enrolled WSU student who is struggling with a mental health difficulty, at WSU Counseling and Psychological Services ([caps.wayne.edu](http://caps.wayne.edu); 313 577-3398). Other options, for students and nonstudents, include the Counseling and Testing Center, and the Counseling Psychology Training Clinic, in the WSU College of Education (<https://education.wayne.edu/counseling-clinic>). *Services at all three clinics are free and confidential. Remember that getting help, before stress reaches a crisis point, is a smart and courageous thing to do – for yourself, and for those you*

care about. Also, know that the WSU Police Department (313 577-2222) has personnel trained to respond sensitively to mental health emergencies at all hours.

## **Sexual Misconduct and Title IX**

### **Sexual Misconduct and Mandatory Reporting**

Every Warrior has the right to live, learn, and work at WSU – free from Harassment or Discrimination.

Any member of the WSU Community that is impacted by sexual misconduct has the right to report to the University (i.e. Responsible Employee or Title IX Coordinator), to law enforcement (i.e. WSUPD or other jurisdiction), to both, or to neither. Every Warrior is encouraged to make the reporting decision that is right for them.

Please be advised: Most faculty and staff are considered **“Responsible Employees”** and are **required to report** information they receive about incidents of sexual misconduct (including sexual assault, intimate partner violence, sexual harassment, and stalking) to appropriate authorities when it involves WSU students, faculty, or staff.

Free, confidential, and anonymous support is available 24 hours a day, seven days a week to survivors, their friends, and their family through the [Rape, Abuse & Incest National Network \(RAINN\)](#). Call [1-800- 656-4673](tel:1-800-656-4673) or [Chat](#) online with a professional support specialist.

Please visit [TitleIX.wayne.edu](http://TitleIX.wayne.edu) to learn more about resources and support on campus and in the local community.

#### Options for Reporting Sexual Misconduct

Any member of the WSU Community that is impacted by sexual misconduct has the right to report to the University (i.e. Responsible Employee or Title IX Coordinator), to law enforcement (i.e. WSUPD or other jurisdiction), to both, or to neither. Every Warrior is encouraged to make the reporting decision that is right for them.

##### *Reporting to the University*

[The Title IX Office](#) is available to consult with individuals impacted by sexual violence or discrimination regarding resource referrals, supportive and protective measures, and reporting and resolution options. Where WSU has jurisdiction, the affected party may request an administrative investigation by the University.

Phone: 313-577-9999

Email: [TitleIX@wayne.edu](mailto:TitleIX@wayne.edu)

##### *Reporting to Law Enforcement*

[The Wayne State University Police Department](#) is available 24/7 to assist individuals reporting criminal activity or concerns on or near campus. Report off-campus incidents to the appropriate police jurisdiction. In the event of an emergency or imminent threat, reporting to the police is highly encouraged.

Phone: 313-577-2222

Every Warrior has the right to live, learn, and work at WSU – free from Harassment or Discrimination.

If you or someone you know has been impacted by sexual violence or discrimination, please visit [TitleIX.wayne.edu](http://TitleIX.wayne.edu) to learn more about resources and support on campus and in the local community.

## **Academic Dishonesty – Plagiarism and Cheating**

Academic misconduct is any activity that tends to compromise the academic integrity of the institution or undermine the education process. Examples of academic misconduct include:

- Plagiarism: To take and use another's words or ideas as your own without appropriate referencing or citation.
  - College of Education policy on plagiarism: The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. Students are advised to think carefully and thoroughly, ask for help from instructors if it is needed, and make smart decisions about their academic work.
- Cheating: Intentionally using or attempting to use or intentionally providing unauthorized materials, information or assistance in any academic exercise. This includes copying from another student's test paper, allowing another student to copy from your test, using unauthorized material during an exam and submitting a term paper for a current class that has been submitted in a past class without appropriate permission.
- Fabrication: Intentional or unauthorized falsification or invention of any information or citation, such as knowingly attributing citations to the wrong source or listing a fake reference in the paper or bibliography. Other: Selling, buying or stealing all or part of a test or term paper, unauthorized use of resources, enlisting in the assistance of a substitute when taking exams, destroying another's work, threatening or exploiting students or instructors, or any other violation of course rules as contained in the course syllabus or other written information.

Such activity may result in failure of a specific assignment, an entire course, or, if flagrant, dismissal from Wayne State University. <https://doso.wayne.edu/conduct/academic-misconduct>

### **Course Drops and Withdrawals**

In the first two weeks of the (full) term, students can drop this class and receive 100% tuition and course fee cancellation. After the end of the second week there is no tuition or fee cancellation. Students who wish to withdraw from the class can initiate a withdrawal request on Academics. You will receive a transcript notation of WP (passing), WF (failing), or WN (no graded work) at the time of withdrawal. No withdrawals can be initiated after the end of the tenth week. Students enrolled in the tenth week and beyond will receive a grade. Because withdrawing from courses may have negative academic and financial consequences, students considering course withdrawal should make sure they fully understand all the consequences before taking this step. More information on this can be found at: [http://reg.wayne.edu/Withdrawing\\_From\\_a\\_Course.php](http://reg.wayne.edu/Withdrawing_From_a_Course.php)

### **Student Services**

- The Academic Success Center (1600 Undergraduate Library) assists students with content in select courses and in strengthening study skills. Visit [www.success.wayne.edu](http://www.success.wayne.edu) for schedules and information on study skills workshops, tutoring and supplemental instruction (primarily in 1000 and 2000 level courses).
- The Writing Research and Technology Zone is located on the 2nd floor of the Undergraduate Library and provides individual tutoring consultations free of charge. Visit <http://clasweb.clas.wayne.edu/writing> to obtain information on tutors, appointments, and the type of help they can provide.
- Library research assistance: Working on a research assignment, paper or project? Trying to figure out how to collect, organize and cite your sources? Wayne State librarians provide on-campus or online personalized help. Contact them at <http://library.wayne.edu/consult>

**Class Recordings (Face to Face Instruction) If this section does not make sense for your course you are free to remove it.**

Students need prior written permission from the instructor before recording any portion of this class. If permission is granted, the audio and/or video recording is to be used only for the student's personal instructional use. Such recordings are not intended for a wider public audience, such as posting to the internet or sharing with others. Students registered with Student Disabilities Service (SDS) who wish to record class materials must present their specific accommodation to the instructor, who will subsequently comply with the request unless there is some specific reason why s/he cannot, such as discussion of confidential or protected information.

**Online Courses Only**

- Will class be held in case of school closures (e.g., due to snow)?
- Hardware and software requirements
- Are there any extra fees associated with access to required course materials (e.g., a subscription to Netflix)
- Are any synchronous meetings required; if so, what are the dates and times?
- Are any proctored exams required; if so, how many and what is the method for proctoring (e.g., at a testing center or via an electronic proctoring system that might involve costs)?
- Information on how to remotely access library resources

**Technology Access and Support**

Because this is a WEB course, all or part of your instruction will require reliable hardware including a desktop or laptop computer with reliable internet access, camera, microphone, and speakers, as well as appropriate software including a web browser, Microsoft Office ([available at no charge to students](#)), and the Canvas app (also free to students). For assistance with Canvas, see [C&IT's Student Intro to Canvas Course](#) and [Comprehensive Student Guide](#). For assistance with any of these technology issues, contact [C&IT Helpdesk](#) M-F from 7:30 am to 8 pm at 313-577-4357 or [helpdesk@wayne.edu](mailto:helpdesk@wayne.edu).

Students who lack adequate hardware or reliable internet access should email [doso@wayne.edu](mailto:doso@wayne.edu) or call 313-577-1010 for assistance. Students on campus also have access to equipment through University Libraries. See [Equipment Checkout Policy and Procedures](#). The University Libraries also have [computer labs](#) in several campus locations.

**Support for Online Learning**

"[The Effective Online Learner](#)" is a self-paced Canvas course to bolster the skills needed for remote and online learning. [WSU's Learn Anywhere](#) webpage provides resources and tips for taking online courses. [WSU's Academic Success Center](#) offers resources for improving study skills, building study groups, and similar activities. The [Study Skills Academy](#) offers [free study skills counseling](#) and other services.

**Privacy and Confidentiality Rules**

The University's shift to remote teaching has created some new privacy and confidentiality concerns. Recordings of classes taught via Zoom may capture students saying things they consider embarrassing. Zoom recordings often include views of the inside of students' residences, which many students consider to be private. Students have the right to be confident that video, audio, and still images of class sessions will not be viewed by anyone other than those who are enrolled in the course. To preserve the integrity of the course when it is taught in future semesters, the contents of quizzes and other class materials must be kept confidential.

For these reasons, every student enrolled in the course must agree to the following set of rules aimed at protecting privacy and confidentiality.

If you feel that you need to make your own recordings of class sessions, please contact me so we can discuss your situation individually.

\* \* \*

I agree that I will adhere to the following rules in connection with my participation in [identify professor, course, and semester]:

- I will not record the audio or video of any online class session.
- I will not take a screenshot of any screen displayed as part of any online class session.
- I will not share any audio, video, or still image from an online class session with anyone who is not a student enrolled in the class.
- I will not share any material from quizzes [add other relevant materials here] with anyone who is not a student enrolled in the class.
- I will not share any recording of a class session made by the professor with any other person.

Signed: \_\_\_\_\_

### **MTTC Preparation (TED ONLY)**

The Michigan Test(s) for Teacher Certification (MTTC) are required for all candidates who want to obtain (additional) Michigan teacher certification. The College of Education can provide you with additional resources when you prepare to take a certification exam: <https://education.wayne.edu/students/mttc>

### **Data Collection (TED ONLY, COURSE SPECIFIC)**

Assessments are used for the College's continuous improvement efforts and as data for its reaccreditation plan for Council for the Accreditation of Educator Preparation (CAEP). Collected data are analyzed on an ongoing basis to improve course experiences and programs. Key assessments have been designed so that the related processes and products serve as evidence of candidates' effective professional growth in knowledge, performance, and dispositions across programs. Candidate progress and achievement on these key assessments provide opportunities for instructors to confirm candidate progress and intervene for additional support as needed. This course serves as a data collection point in the initial certification program area, and the assessment description and rubrics are available to students at the start of the semester in either the syllabus or the course's Canvas shell. Information about data collection is available on the College of Education website: <https://education.wayne.edu/about/caep-annual-reporting-measures>