Fall 2017

Syllabus

**CEP/ELP/LAI/LIS ###: INSERT YOUR COURSE TITLE**

Department of Counseling, School, and Educational Psychology (CSEP)

**Monday, August 28, 2017 – Friday, December 8, 2017**
3 credits – Online Course
via UBlearns and Collaborate Video Conferencing

**Instructor Information**

Instructor: [Instructor Name, degrees/certification (‘nick’ name – what you prefer students to call you)]

Office: [Office Location, if applicable Baldy Hall, Buffalo, NY 14260]

E-mail: [Email – preferred for student contact] @buffalo.edu

Phone: [Phone (type)] 716-645-

Office Hours: By Appointment

**Course Description**

Insert your course description here

**Course Objectives**

After completing this course you will be able to

1.

2.

3.

4.

**MS in Information and Library Science Program Goals**

This course addressed the following UB MS in Information and Library Science Program Goals:

1. Graduates demonstrate theoretical and conceptual understanding of information science, including the creation, representation, organization, retrieval, dissemination, use, and curation of information.
2. Graduates apply disciplinary knowledge and skills required in diverse information contexts.
3. Graduates demonstrate professional competences, including leadership, critical and analytical thinking, research, communication, collaboration, reflective practice, and ethical adherence.
4. Graduates demonstrate the values, attitudes, and behaviors associated with the roles and responsibilities of information and library professionals.

**Alignment with CORE Program Accreditation Standards**

The learning objectives for this course are carefully aligned with the Program Accreditation Standards of the Council on Rehabilitation Education [CORE] [www.core-rehab.org]. All graduate students in rehabilitation counseling should be able to articulate the CORE standards, designed to generate well prepared rehabilitation counseling leaders.

| **CORE CODE** | **CORE STANDARD** |
| --- | --- |
| C.1.1.a | Explain professional roles, purposes, and relationships of other human service and counseling/psychological providers. |
| C.1.1.b | Articulate the principles of independence, inclusion, choice and self-determination, empowerment, access, and respect for individual differences. |
| C.1.2.a | Integrate into one’s practice, the history and philosophy of rehabilitation as well as the laws affecting individuals with disabilities including findings, purposes, and policies in current legislation. |
| C.1.2.b | Describe, in general, the organizational structure of the rehabilitation, education, and healthcare systems, including public, private-for-profit, and not-for-profit service settings. |
| C.1.2.c | Articulate the differences in philosophy and the purposes of related counseling disciplines and allied health fields. |
| C.1.2.d | Explain the role and values of independent living philosophy for individuals with a disability. |
| C.1.4.a | Practice rehabilitation counseling in a legal and ethical manner, adhering to the Code of Professional Ethics and Scope of Practice for the profession. |
| C.1.5.a | Explain differences between certification, licensure, and accreditation. |
| C.1.6.a | Integrate into practice an awareness of societal issues, trends, public policies, and developments as they relate to rehabilitation |
| C.1.6.b | Articulate the value of consumer empowerment, choice, and personal responsibility in the rehabilitation process |
| C.2.1.b | Identify and articulate an understanding of the social, economic, and environmental forces that may present barriers to a consumer’s rehabilitation. |
| C.4.12.a | Identify and describe assistive technology resources available to consumers for independent living and employment. |

Your progress toward meeting the Learning Outcomes will be measured via our course assessment strategies. Assignments for this course are aligned these Learning Outcomes.

**Mode of Instruction**

Format: UBlearns (Blackboard CMS), Reading, Video Lectures, Online Quizzes, Final Paper, Project, Interview, Shadowing Experience, Classroom Observation, Web-Based Video Conferencing (Blackboard Collaborate)

**Course Technologies**

**Course Technologies:**

UB*learns* <https://ublearns.buffalo.edu/> - Blackboard on UB*learns* is the course management system at UB.

MyUB <https://myub.buffalo.edu> - UB Portal info, including HUB Student Center for enrollment and grades.

**UBIT:**

You must have your UBIT Name and Password to access the course. If you do not have your UBIT Name and Password contact the CIT Helpdesk (Email: cit-helpdesk@buffalo.edu) or 716-645-3542 immediately.

**Computer Requirements:**

Reliable access to the Internet on a computer capable of accessing UB*learns* is required. For UB Student Computer Standards visit: <http://www.buffalo.edu/ubit/service-guides/hardware/getting-started-with-hardware/purchasing-or-using-an-existing-computer.html>

**Getting Help**

UB*learns* Help: [*http*://www.buffalo.edu/ubit/service-guides/teaching-technology/ublearns.html](http://www.buffalo.edu/ubit/service-guides/teaching-technology/ublearns.html)

Technical Support: <http://www.buffalo.edu/ubit/get-help.html>

UBIT Alerts: <http://www.buffalo.edu/ubit/news/alerts.html>

CIT Help Desk: 716-645-3542 (voice) or email: cit-helpdesk@buffalo.edu

**Web-Based Video Conferencing**

This online course will be using the Graduate School of Education’s (GSE) online video conferencing course room. There will be a link posted to access the Blackboard Collaborate Session in our UB*learns* course room.

**IMPORTANT: Our class will be meet for our Capstone Celebration on December 8th @ 11am EST**

**IMPORTANT: Our class will be meet Saturdays from 9-11am EST**

**PLEASE CHECK THE BLACKBOARD COLLABORATE MEETING SCHEDULE POSTED IN OUR COURSEROOM**

*Please plan to login to the* ***Blackboard Collaborate*** *Classroom 5 minutes prior to the scheduled class
start to ensure you are ready to start class on time.*

***Students who miss three or more Blackboard Collaborate sessions will need to repeat the course.***

**This is a live, synchronous event and requires your online participation at the designated day and time.** You should plan to “attend” class online, just as you would if you were on campus. Please visit the **Assignment** section of this syllabus to review how your attendance at the online session(s) may impact your grade.

Blackboard Collaborate has compiled the information you need to get started, called ‘First Time Users’ at <http://support.blackboardcollaborate.com> This page includes a Java software check to ensure you have the updated software you need to access the site, a Configuration Room that you can use to test your connection and configure your audio, as well as help documentation, including an Orientation, Quick Reference Guide, and Recorded Introduction. You can use the Audio Setup Wizard (Tools 🡪 Audio 🡪 Audio Setup Wizard) built into Blackboard Collaborate to check your settings. Additional documentation for this is available online in Blackboard Collaborate under Help section.

**Required Knowledge and Skills**

As a student enrolled in this course you are expected to have the prerequisite technology skills defined at<http://gse.buffalo.edu/gseit/prereq>. It is further expected that if needed, the early requisite skills described at<http://gse.buffalo.edu/gseit/earlyreq> will be developed individually. These skills are required for completion of course assignments, and are not covered in this course. It is your responsibility to gain proficiency to successfully complete the course objectives and assignments.

**Required Text and Materials**

**Required Texts and Supplementary Materials**

Author, A. A. (Year of publication). *Title of work: Capital letter also for subtitle*. Location: Publisher. ISBN: . List Price: $ , Acceptable Editions: , Price Range (Used-New)

How We Will Be Using This Item:

**Recommended Text(s) and Supplementary Materials**

Author, A. A. (Year of publication). *Title of work: Capital letter also for subtitle*. Location: Publisher. ISBN: . List Price: $ , Acceptable Editions: , Price Range (Used-New)

Why Recommended:

**Additional Readings**

Additional readings may be available through the course website.

**APA Citations**

APA (6th Edition) Citation Format will be used for the course. Resources on using APA Style can be found at <http://owl.english.purdue.edu/owl/resource/560/01/> or <http://www.apastyle.org/>. The APA Manual itself is recommended:

American Psychological Association. (2010). *Publication Manual of the American Psychological Association.* (6th ed.). Washington, DC: American Psychological Association. (second printing preferred)

**About Purchasing Texts and Supplementary Materials**

The Office of Online Education strives to make text information available to you in advance of the semester so that you may shop for the best possible price for needed items. We encourage you to investigate various purchasing options, including, but not limited to; used books, cash back programs, textbook rentals, and online outlets.

Instructors at the University at Buffalo comply with applicable copyright laws and are not able to distribute to student more than 10% of books with less than ten (10) chapters or one (1) chapter from longer works without explicit permission of the copyright holder.

Employees of campuses are prohibited from benefiting financially by adopting specific course materials. Employees may receive sample copies, instructor’s copies or instructional materials that are not sold. Employees, however, may receive royalties or other compensation from sales of textbooks that include their own work.

If you are in need of accessible course materials please refer to the **Accessibility Services and Special Needs** in the **Important Information** section toward the end of this syllabus.

**Course Assignments and Grading Policy**

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Percent of Grade** | **Possible Points** |
| Discussion Board Participation  | #% |  |
| [Assignment 2] | % |  |
| [Assignment 3] | % |  |
| [Assignment 4] | % |  |
| [Assignment 5] | % |  |
|  | TOTAL |  # POINTS |

Grades: Your grades for this course are private and will be posted in the UB*learns* Grade Center. Click the “Grades” button to access grades.

CHOOSE ONE:

This course uses a letter grade only system.

This course uses a letter grade system and provides an S/U option. A written request for the S/U option must be submitted to the instructor by the fourth week of class.

This course uses either the letter grade or S/U system. Inform your instructor of your preference by the fourth week of class.

This course uses a S/U only system

**Your assigned grade will be calculated using the following table:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade** | **Quality Points** | **Percentage** | **Points** |
| A  | 4.0 | 93-100% | 465-500 |
| A-  | 3.67 | 90-92% | 450-464 |
| B+  | 3.33 | 88-89% | 440-449 |
| B  | 3.0 | 83-87% | 415-439 |
| B-  | 2.67 | 80-82% | 400-414 |
| C+  | 2.33 | 78-79% | 395-399 |
| C  | 2.0 | 73-77% | 365-394 |
| C- | 1.0 | 70-72% | 350-364 |
| D | - | 65-69% | 325-349 |
| F  | 0 | Less than 65% | Less than 325 |

*NOTE: As this is a required course for Rehabilitation Counseling majors, you must obtain a grade of B or better.*

*NOTE: As this is a required course for the MLS Degree, you must obtain a grade of B or better.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade** | **Quality Points** | **Percentage** | **Points** |
| A  | 4.0 | 94-100% |  |
| A-  | 3.67 | 90-93% |  |
| B+  | 3.33 | 87-89% |  |
| B  | 3.0 | 84-86% |  |
| B-  | 2.67 | 80-83% |  |
| C+  | 2.33 | 77-79% |  |
| C  | 2.0 | 74-76% |  |
| D  | 1.0 | 70-73% |  |
| F  | 0 | Less than 70% | Less than ### |

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade** | **Quality Points** | **Percentage** | **Points** |
| A  | 4.0 | 90-100% |  |
| B  | 3.0 | 80-89% |  |
| C  | 2.0 | 70-79% |  |
| D  | 1.0 | 65-69% |  |
| F  | 0 | Less than 65% | Less than ### |

**Satisfactory/Unsatisfactory Grades**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade** | **Indicates** | **Quality Points** | **Description** |
| S  | Credit Earned | None | The “S” grade will only be awarded where a student’s weighted grade would have been equivalent to a “B’ or better. |
| U | No Credit Earned | None | The “U” grade indicates unsatisfactory performance, but is not computed in the overall grade point average reflected on the official transcript. |

**Grading:** Criteria for the grading of assignments shall be made explicit before the assignments are due or examinations are administered. Grading components, i.e., the activities who assessments determine the course grade and the proportion of the grade determined by each, shall be specified in the course syllabi. If these components are amended while the course is in progress, all students in the course shall be notified of the changes in writing or by electronic mail with sufficient time to adapt to and fulfill the changed requirements. Grades shall not be changed due to complete of additional grade components or assignments specified after the close of the session in which the course is offered. All graded assignments and corrected examinations shall be made available for review by students. If a student believes that an error in grading has been made, he or she should be able to consult with the instructor and receive an explanation.

**Final Grades:** Your final grade for the course will be submitted to UB and will be available through MyUB via the Student HUB the day after they are submitted. Faculty shall submit grades for all courses by the due date scheduled for each term, which shall be no less than seven days after the last day of the term’s final examination session or the last day of classes of a term not having separately scheduled final examination session.

**Assignment Extensions:** Assignment extensions may be arranged in advance, at the instructor’s discretion; no make-ups or late assignments will be provided after the fact, unless in the event of a documented emergency (yes, this means you will need to provide proof of the emergency and it must be a legitimate emergency)

**Incomplete Grades:** This course is designed to be highly interactive and to include regular dialogue between the students and instructor, as well as among students. Because of this, students must participate regularly, and complete course readings and assignments on time. The student should have a passing average in the requirements already completed. While rare, incomplete grades may be granted in cases of illness or other difficult circumstances. An Incomplete grade must be requested in writing and **must be received and approved by the instructor of record** **before the last day of the final exam week**.  There is a maximum period of 12 months after the course ends for the resolution of an incomplete grade, but the instructor may set an earlier deadline for completion of the course requirements.

**Assignments for Extra Credit:** There may be opportunities for extra credit in this course at the discretion of the instructor. Any Assignments for Extra Credit will be made available to the entire class.

**Assignment Descriptions**

1. **[ASSIGNMENT 1 – MS in LIS MODEL]** (#%, ## points)

**Assignment Objective:** The objective of this assignment is to give you the opportunity to…

**Course Objectives Addressed by the Assignment:**

1. [List objective this assignment is designed to assessed in a numbered list in this section]
2. [Next Objective ….]

**MS in LIS Program Goals Addressed by the Assignment:**

Goal [#]. [Listing of the Goal]

Goal [#]. [Listing of the Goal]

*Include text regarding how this assignment relates to the program goals*

1. **[ASSIGNMENT 1]** (#%, ## points)

[What is the assignment, why are you doing it, and what are the students going to learn]

[Objectives, competencies, etc.]

[Assignment Requirements, length, formatting – fonts, sizes, margins, required software etc.]

[How will the assignment be assessed, grading details, rubric (how will students know if they did a good job?)]

[Details on Submission, How to Submit, Due Date]

1. **[ASSIGNMENT 2]** (#%, ## points)

[What is the assignment, why are you doing it, and what are the students going to learn]

[Objectives, competencies, etc.]

[Assignment Requirements, length, formatting – fonts, sizes, margins, required software etc.]

[How will the assignment be assessed, grading details, rubric (how will students know if they did a good job?)]

[Details on Submission, How to Submit, Due Date]

1. **[ASSIGNMENT 3]** (#%, ## points)

[What is the assignment, why are you doing it, and what are the students going to learn]

[Objectives, competencies, etc.]

[Assignment Requirements, length, formatting – fonts, sizes, margins, required software etc.]

[How will the assignment be assessed, grading details, rubric (how will students know if they did a good job?)]

[Details on Submission, How to Submit, Due Date]

1. **[ASSIGNMENT 4]** (#%, ## points)

[What is the assignment, why are you doing it, and what are the students going to learn]

[Objectives, competencies, etc.]

[Assignment Requirements, length, formatting – fonts, sizes, margins, required software etc.]

[How will the assignment be assessed, grading details, rubric (how will students know if they did a good job?)]

[Details on Submission, How to Submit, Due Date]

1. **[ASSIGNMENT 5]** (#%, ## points)

[What is the assignment, why are you doing it, and what are the students going to learn]

[Objectives, competencies, etc.]

[Assignment Requirements, length, formatting – fonts, sizes, margins, required software etc.]

[How will the assignment be assessed, grading details, rubric (how will students know if they did a good job?)]

[Details on Submission, How to Submit, Due Date]

**Tentative Class Schedule**

\*\* See Course Schedule Document

**Course Communication**

**Course Syllabus:** The course syllabus serves as a contract between the student and professor regarding course expectations and policies. The course syllabus should clearly communicate what the instructor expects of the students and what students can expect from the instructor. The course syllabus must be finalized and distributed to the class during the first day of class, but is typically available for online courses 2-4 weeks before the start of the semester. During the semester, instructors are expected to conform to their course syllabi, except as unanticipated circumstances require deviation. In such situations, instructors should inform all students and provide an opportunity for discussion with students prior to making a final decision regarding changes in the course syllabus.

**Announcements (Instructor to All):** The instructor will use the Announcement section on the home page to inform students of any breaking news, instructions, deadlines, cancellations, etc. Always read Announcements to see if there is anything new and/or urgent posted.

**Email (One to One and One to All):** Email is located under the Email tab. Instructor to Student: An email may be sent to the class if there is anything urgent, or student questions are received that need a global response. Check your UB email daily.

**Student to Instructor:** Please email questions to me. I read email in the evenings. I may read email at other times as well. I have a large email volume and it may take me 48 hours to respond to your email. If you haven’t heard from me within 48 hours, please resend your question. You are also welcome to contact me by telephone at the number found at the beginning of the syllabus.

All email to the instructor should be sent with a subject line as follows:

**COURSE NUMBER – BRIEF DESCRIPTION OF REASON FOR EMAIL**

 **Please sign all of your email with your first and last name so I know who you are.**

NOTE: Using Email in UBlearns is recommended to avoid any errors in addressing.

**Student to Student:** You may communicate with your classmates through the email tab in the classroom, as well as in the discussion forums.

**Student Meeting Space:** This is a discussion forum in the Discussion Board section. Use this area to ask questions of a general nature for classmates to answer. If you are working on an assignment and you want to ask a general question (e.g., hey, has anyone...blah, blah, blah), use this space.

**Questions for the Instructor:** This is another discussion forum in the Discussion Board Section. Use this area to ask questions to the instructor. Use this space for general clarifications. If you have a specific question related to your personal information, contact the instructor directly via email.

**Important Information**

**Accessibility Services and Special Needs:** If you have a disability and may require some type of instructional and/or examination accommodation, please inform me early in the semester so that we can coordinate the accommodations you may need. If you have not already done so, please contact the Office of Accessibility Services (formerly the Office of Disability Services) University at Buffalo, 25 Capen Hall, Buffalo, NY 14260-1632; email: stu-accessibility@buffalo.edu Phone: 716-645-2608 (voice); 716-645-2616 (TTY); Fax: 716-645-3116; and on the web at <http://www.buffalo.edu/accessibility/>. All information and documentation is confidential.

The University at Buffalo and the Graduate School of Education are committed to ensuring equal opportunity for persons with special needs to participate in and benefit from all of its programs, services and activities.

**Academic Integrity:** It is expected that you will behave in an honorable and respectful way as you learn and share ideas. Therefore, *recycled papers, work submitted to other courses, and major assistance in preparation of assignments without identifying and acknowledging such assistance* are not acceptable. All work for this class must be original for this class. Please be familiar with the University and the School policies regarding plagiarism. Read the [Academic Integrity Policy and Procedure](http://grad.buffalo.edu/study/progress/policylibrary.html#preamble) for more information. Visit The Graduate School Policies & Procedures page (<http://grad.buffalo.edu/study/progress/policylibrary.html>) for the latest information.

**Learner Support:** There are multiple offices on campus available to provide support to University at Buffalo students. Here are some common contacts:

|  |  |  |  |
| --- | --- | --- | --- |
| **Question** | **Contact** | **Web Site or Email** | **Phone** |
| Course Content & Assignments | Course Instructor |  | Via appointment |
| Computer Access & Technical Support | CIT Help Desk | Web: <http://www.buffalo.edu/ubit/get-help/cit-help-desk.html>Email: cit-helpdesk@buffalo.edu  | 716-645-3542 |
| Registration, Program, & Information on University Services | Jennifer Austin(CSEP)Bonnie Reed (ELP)Tracey McNerney (LAI)Benjamin Poremski (LIS) | jhaustin@buffalo.edubrfisher@buffalo.edutmmcnern@buffalo.edu bmporems@buffalo.edu | 716-645-1004 716-645-1087 716-645-3420716- 645-1554 |

**University Services:** Students enrolled in distance education courses will have access to services traditionally provided in person; i.e. libraries, labs, academic advising, career services, financial aid counseling, personal counseling, disability services, and other student services as appropriate.

All existing UB policies, i.e. grading, course evaluation, and admission criteria apply to all activities bearing UB academic credit, including distance education.

**Software:** UB provides free licensing of major software packages for UB students, including Microsoft Office and Symantec Antivirus. Please visit <http://www.buffalo.edu/ubit/service-guides/software.html> for more information.

**My Virtual Computing Lab:** Learn how to access the most popular UB-licensed software in the Cybraries and Public Labs directly from your personal computer. These programs are served “from the cloud” and are available on or off campus at any time. With My Virtual Computing Lab you can access: Adobe Acrobat Pro, Adobe Dreamweaver, Adobe Photoshop, Microsoft Office, Minitab, SPSS, and more. Find more information at:

 <http://www.buffalo.edu/ubit/service-guides/software/my-virtual-computing-lab.html>

**Library:** As a registered University at Buffalo student you have full access to UB Libraries (<http://library.buffalo.edu>) and online resources available through the libraries. There are many full text article databases. There are resources available under “Get Help” 🡪“Student Support” to assist you in using the library.

Christopher Hollister, MLS, Associate Librarian, is the GSE Librarian. He has offices at 524 Lockwood Library and is available by phone: 716-645-1323; fax: 716-645-3859; and email: cvh2@buffalo.edu and is available to help.

**Course Evaluations**: At the conclusion of the semester you will receive an email reminder requesting your participation in the Course Evaluation process.  Please provide your honest feedback; it is important to the improvement and development of this course.  Feedback received is anonymous (unless you provide your name in the comments section) and the instructor does not receive copies of the Evaluations until after grades have been submitted for the semester.

**Course Access After the Semester:** At the conclusion of the semester your UB*learns* courses will automatically be removed from your ‘My Courses’ listing the day after grades are due to the University, unless your instructor has requested extended access. If you need extended access to your course contact your instructor. Courses sites reaching the 12-month maximum threshold will be automatically removed from the system. UBlearns courses are listed with a code (i.e. 214123206). To Decode which are your “Current” courses: Digits 2 and 3 = Year (14=2014),

Digit 4 = Month (1 = January – Spring 2014 course), Digits 5-9 = Registration Number

**\*Rehabilitation Counseling Portfolio Requirement**

There is a Portfolio Requirement for the Rehabilitation Counseling Program. You will assemble and present your portfolio during CEP 703: Independent Study, but will be **creating the** **content** of your portfolio (projects and papers) over the course of your studies.

Tips for meeting your Portfolio Requirement:

* Keep the electronic copies of ALL of your projects and assignments
* Create a DropBox (dropbox.com) account or similar cloud storage account to safe guard your files should your computer drive go down.
* Revise your papers and projects as you go – add the polish while the projects are fresh

This course has an anticipated component of your Portfolio Project (subject to change)

|  |  |
| --- | --- |
| Medical Aspects of Disability Project | Include a project that demonstrates understanding of both medical and psychosocial aspects of disability (CEP 661) |