E V A N G E L  U N I V E R S I T Y
Counseling
School Practicum/School Internship

GAC 597 Practicum
GAC 598 Elementary Internship
GAC 599 Secondary Internship

Instructor: Huba Ann Ray, Ed.D., LPC, NCC                                      August 31-December 7
E-mail: rayh@evangel.edu                                                            Tuesday; Zimmerman 102
Office: Trask 303 E                                                                       5:00-5:50 p.m.
Work: 417-865-2815 ext. 8626                                                   3 credits

PREREQUISITES

Practicum: GAC 502 Foundations of Guidance and Counseling
PSY 521 Professional Orientation and Ethics

Internship: GAC 502 Foundations of Guidance and Counseling
PSY 521 Professional Orientation and Ethics
GAC 597 Practicum and Candidacy Approval

COURSE DESCRIPTION:

This course is designed to provide students with field-based counseling experiences within the school setting. The practical experiences enable students to transfer acquired knowledge into applied practice. The completion of the required hours includes guidance curriculum activities, individual planning, responsive services, and system support.

REQUIRED TEXTBOOKS:

None

SUPPLEMENTAL RESOURCES:


2007 Missouri Comprehensive Guidance Program Curriculum, which can be downloaded from http://missouricareereducation.org/curr/cmd/guidanceplacementG/index.html

I have held many things in my hands
And I have lost them all.
But whatever I have placed in God’s hands,
That I still possess.

Martin Luther
COURSE OBJECTIVES:

The student will:

- Develop and implement activities that incorporate the Missouri Comprehensive Guidance Program Components of Guidance Curriculum, Individual Planning, Responsive Services, and System Support.
- Demonstrate skills in counseling with students and in conducting classroom developmental counseling activities.
- Exhibit interpersonal relationship skills in conferences with parents, teachers, administrators, and other professionals.
- Apply basic theories of learning, human development, personality and counseling to the problems presented by real-life situations of children and adults.
- Demonstrate knowledge of specialized counseling topics that are currently of concern to students, staff, parents, and community; demonstrate appropriate intervention skills.
- Show responsiveness to supervision and growth in self-assessment and understanding of self in the counselor role.
- Demonstrate knowledge about the ethical responsibilities of the counselor and legal issues surrounding counseling practices.

EVANGEL UNIVERSITY OBJECTIVES:

The student will:

- Think clearly, reason logically, and communicate effectively as a free individual who knows Christ as Lord
- Appreciate the beauty of nature, the arts, and literature through the humanities
- Understand the physical universe through the sciences in the light of biblical and natural revelation
- Actively contribute to the life of the church and the community
- Evaluate the moral universe and live by the highest values
- Maintain a healthy and vigorous body as an instrument for good
- Prepare for professional postgraduate study or a meaningful career
- Encourage understanding and appreciation for the multicultural heritage of humankind
- Develop a social awareness and compassion for human need through a study of the social sciences
COURSE REQUIREMENTS:

Students in GAC 597, 598, and 599 must receive their supervision at their placement site from a fully certified school counselor with at least three (3) years post-master’s experience as a school counselor. Additional small group supervision will be provided by the University School Counseling Department.

GAC 597 Practicum will consist of a minimum of 150 clock hours of professional activity for one semester. GAC 598 and GAC 599, Elementary and High School Internships, will consist of a minimum requirement of 300 hours. These hours should include guidance curriculum activities, individual planning, responsive services, and system support. Direct contact hours may include individual counseling, experiences in leading or co-leading groups, classroom guidance curriculum delivery, and involvement in parent consultation.

PRACTICUM REQUIREMENTS:

A typical week during the semester for the practicum student would include 10 hours of activity, including one (1) hour per week of face-to-face supervision and experiences in each of the four component areas of the Missouri Comprehensive Guidance Program. Over the course of the semester, this translates into 15 hours of site supervision and 135 hours completing a variety of counseling duties and activities. In addition to the on-site activity, the student will receive 15 hours of in-class supervision provided by the course instructor in the Evangel School Counseling Department. These hours are included in the 135 hours, as well as the hours the student counselor accumulates outside of school hours to prepare for counseling activities or to help the site supervisor. Attendance at the practicum site for a minimum of 10 weeks is expected.

Students must have school principals and site supervisors read and sign the Practicum/Internship Agreement within the first week of placement. The University Supervisor signs usually during the first-on campus class session, which is after the principal and Site Supervisor.

INTERNSHIP REQUIREMENTS:

A typical week during the semester for the internship student would include 15 hours of activity, including one (1) hour per week of face-to-face supervision, and experience in each of the four component areas of the Missouri Comprehensive Guidance Program. This translates into 15 hours of site supervision and 285 hours completing a variety of counseling duties and activities. In addition to the on-site activity, the student will receive at least 15 hours of in-class supervision provided by the course instructor in the Evangel School Counseling Department. These hours are included in the 285 hours, as well as the hours the student counselor accumulates outside of school hours to prepare for counseling activities or to help the site supervisor. Attendance at the internship site for a minimum of 10 weeks is expected.

The intern is expected to attend as many faculty meetings as possible, which would also count toward the 285 hours requirement. (A student does not need to attend faculty meetings or school functions as a practicum student, but the student is required to as an intern student.) The student should attempt to schedule internship hours on days when faculty meetings are held. The intern also is expected to attend most, if not all, school-related afternoon and evening school activities that the counselor attends. These activities may also be included in one’s internship hours. If necessary, the internship requirements may be spread over two semesters.

Students must have school principals and site supervisors read and sign the Practicum/Internship Agreement within the first week of placement. The University Supervisor signs usually during the first-on campus class session, which is after the principal and Site Supervisor.
COURSE EXPECTATIONS:

APA Style and Academic Integrity

All written assignments are graded on grammar, spelling, and APA format. In other words, all outside class assignments must be typed; do not turn in any hand written assignments. Plagiarism or cheating erodes the integrity of a person and may result in failing grades for an assignment or course. Students are challenged to incorporate new information into subsequent assignments. Plagiarism is not tolerated and is easily avoided by giving credit to original authors. Plagiarism may result in failing grades for an assignment, exam, or course.

Participation/Punctuality

Graduate students are expected to attend classes with punctuality on a regular basis as well as participate in discussions and activities. Professional standards of behavior are expected, which emphasizes respect at all times. Unless there is an emergency, electronic devices need to remain silent during class time. Independent thinking and open discussions are encouraged; a positive attitude is an asset.

Participation grades (10 points per class session) only can be acquired through attendance, active engagement in class activities, and obvious preparation for class; weekly attendance/participation points cannot be made up. If a student arrives more than fifteen minutes late to class, the student will receive half (5) of their attendance points.

Attendance policies of the university will be followed in determining whether a student with excessive absences should drop the class or be assigned an incomplete grade until work is completed. If unable to attend class full time or absences exceed three class sessions, it is recommended that a student drop the class and re-schedule during a semester with fewer conflicts. According to the graduate handbook, any student who misses more than 20% of any course must repeat the entire course. Under extenuating circumstances, any exception to the attendance policy must be approved by the Graduate Studies Office.

No late assignments will be accepted unless there is an unforeseen dilemma that restricts a person from meeting an assignment deadline. Exceptions to deadlines will be addressed individually with the professor. If an assignment is accepted late, five points will be deducted for each day overdue. If a student does not turn in an assignment, the student will not be able to receive an A for the course, even if the student has enough points to make an A without the points of the missing assignment.

Course Policies and Requirements

The course will consist of weekly activities in the form of assignments, assessments, discussions, PowerPoints, lecture notes, and cooperative learning activities.

Assignments will be available via ANGEL.

- All assignments are due by designated date. With approval, students may turn in assignments late, with five points deducted for each day overdue.
- Unless indicated or approved by professor, no assignments will be accepted via e-mail; it is the student’s responsibility to submit assignments via ANGEL or provide a hand delivered final copy of an assignment to the professor.
- Students are expected to have daily access to:
  - A computer
  - The Internet
  - Evangel E-mail
  - ANGEL Learning Management System (LMS)
  - Microsoft Word 2003 or 2007 (available in the Evangel computer labs)
  - Microsoft PowerPoint 2003 or 2007 or Microsoft PowerPoint Viewer
Course Content

Course content information is located under the Course Content tab in Angel. If unfamiliar with ANGEL, please review the Angel Student Quickstart Guide located on the Evangel eUniversity Homepage (http://www.evangel.edu/euniversity/index.asp).

Grade Access

All course grades will be recorded and shown through ANGEL. In ANGEL, do the following to see student’s grades:

a. Go to the Report tab
b. In the Category drop box, choose Grades
c. Click Run.

Temporary Grade of Incomplete (I)

Students may be granted an incomplete grade only when there is evidence of just cause. No student may graduate with an “I” on his or her record. Sometimes it is necessary to extend practicum and intern hours beyond one semester.

Evaluation

Grades will be based on number of points accumulated by completing course requirements. Points accumulated will be divided by the total points available in the class. The instructor retains the right to edit assignments or points to meet objectives of the course. Additionally, an “A” for the course may be earned statistically, but the instructor retains the right to determine the final grade based upon demonstrated interpersonal relationships with clients, academic peers, and school officials. Percentages are not rounded up. Grading will be based on the following:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-94%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
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<tr>
<td>B</td>
<td>83-86%</td>
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<tr>
<td>B-</td>
<td>80-82%</td>
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<td>C</td>
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<tr>
<td>D+</td>
<td>67-69%</td>
</tr>
<tr>
<td>D</td>
<td>63-66%</td>
</tr>
<tr>
<td>D-</td>
<td>60-62%</td>
</tr>
<tr>
<td>F</td>
<td>59% and below</td>
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</tbody>
</table>

At the time of posting syllabus, examples of assignments uploaded to Angel (These may need to be edited as the course progresses):

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>130</td>
</tr>
<tr>
<td>Program Review Q</td>
<td>100</td>
</tr>
<tr>
<td>Case Presentation</td>
<td>100</td>
</tr>
<tr>
<td>Electronic Log</td>
<td>100</td>
</tr>
<tr>
<td>Group Role Play</td>
<td>50</td>
</tr>
<tr>
<td>Group Lesson Plans</td>
<td>100</td>
</tr>
<tr>
<td>Reflection #1</td>
<td>25</td>
</tr>
<tr>
<td>Reflection #2</td>
<td>25</td>
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<td>Reflection #3</td>
<td>25</td>
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<tr>
<td>Reflection #4</td>
<td>25</td>
</tr>
<tr>
<td>IIR</td>
<td>25</td>
</tr>
<tr>
<td>PROBE Online Training</td>
<td>25</td>
</tr>
<tr>
<td>Mid Term Evaluation (Pass-Fail)</td>
<td>10</td>
</tr>
<tr>
<td>Final Evaluation (Pass-Fail)</td>
<td>10</td>
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</tbody>
</table>
Professionalism

1. Compliance with the Code of Ethics of the American Counseling Association and applicable state/federal laws is expected at all times. Personal characteristics and/or problems should not interfere with the student’s ability to be an effective, helping professional. If ethical codes are violated or if personal issues interfere with a student’s effectiveness of being a professional counselor, the student will not receive a passing grade for the course.

A Code of Ethics is a public statement that sets clear expectations and principles to guide professional behavior. A commonly agreed upon and followed set of principles and guidelines can assist the school counselor in the exercise of professional judgment and decision making. The Code of Ethics adopted by the American Counseling Association can be found at the following link: [http://www.counseling.org/Counselors/](http://www.counseling.org/Counselors/)

2. Confidentiality regarding clients is expected to be a priority and is to be protected. Information about students and school situations is NOT to be discussed outside of the field experience site or graduate classroom.

Assignments

The student must complete all of the course requirements in order to receive a passing grade. Failure to complete any of the following requirements will result in an incomplete or a failing grade for the practicum or internship.

1. **Electronic Activity Log:** Students document field experience activities on a log provided by the instructor. Accumulated times need to be tabulated each week. These logs must be kept up-to-date, signed by the site supervisor, and turned in to the instructor. It is recommended that the student save a copy for personal records. The electronic logs will be saved in the student’s class folder for DESE review.

2. **The Electronic Log and the Site Supervisor Verification Form** is located under Course Content in ANGEL. How do you determine which activities go under which components? Refer to in the word document, *Counselor Time Percentages and Four Guidance Components*, in the General Document Folder, and you can find lists of activities in the Guidance Program Manual Review (particularly under Sections II, question number 2), also filed in the General Document Folder.

3. **Monthly Reflections:** As a written reflection, students are to type the following two subheadings and respond to some of the questions under the headings: (the length of the reflection must be at least two pages but there are no limits on the completed length). You will submit four reflections, submitted every four weeks, that will reflect upon log documentations. Please submit your reflections by ANGEL drop-box.

   - **FEELINGS/ACCOMPLISHMENTS:**
     - How did you feel about the activities you completed and recorded on your logs; are you completing relevant counseling activities? When did you find yourself frustrated?
     - What were you most proud of or what do you feel that you accomplished this week? What made you happy or content?
     - How are you able to integrate your Christian faith into your work by word or deed? Actions sometime speak louder than words, and as a public educator, separation of church and state is a legal obligation, yet are you able to ignore gossip, put-downs, personality conflicts, and negative attitudes? Are you a positive role model and are you able to provide encouragement, support, and a helping relationship? Did you let your light shine and are you able to be a beacon of hope? If not, what are your obstacles?
• FRUSTRATIONS/ RE-THINK:
  ➢ How did you feel about the activities you completed and recorded on your log for the month? Are you completing relevant counseling activities?
  ➢ What frustrated you the most this month? What upset you? What made you mad or angry? What concerned you the most?
  ➢ What would you have done differently or what are you planning to change the next time around?

4. Guidance Program Manual Review: Students will become familiar with the Missouri Comprehensive Guidance Program by reviewing the document by answering questions, found under Course Content in ANGEL. Please submit your answers by ANGEL drop-box.

5. Group Role Play Scenarios: Students will break into groups to develop a scenario typical of problems dealt with on a daily basis at public schools. Under Course Content in ANGEL, locate In-Class Practice of Real-Life School Counseling Scenarios assignment. The sequence of the role play will occur as follows:
   a. One student will introduce the scenario by providing information under #1 of the assignment in addition to providing a written summary of the “student profile”.
   b. Other members of the group will role play how the counselor would address the presenting problem.
   c. One student will summarize the rationale or appropriateness of the counselor’s response to the presenting problem.
   d. The entire class will provide verbal feedback for the scenario.

6. Case Study Presentations: Students are to complete one case presentation of an individual counseling session by responding to the subheadings provided on the Case Presentation Format located in ANGEL under Course Content. In a cooperative learning activity, students randomly will be paired with another student. Exchange of case studies will take place, and the students may take home each others’ case studies to read. For the next class session, students will type suggestions, comments, or questions about the case and attach to the case study. Students will have time to discuss their case studies with their partners as well as the class, before turning in the case study with their comments attached. Students will get credit for the original case study as well as their comments to fellow peers.


The class will divide into grade level groups: elementary, middle school, and high school. Personal and Social Development, Academic Development, and Career Development are the three Content Standards, but we will only have time to devote our lesson plans to the concept of Personal and Social Development. Many of you already have completed lesson plans for the Career Development Content Standard in your required career class. DESE web based lesson plans should not be duplicated, but they may be “adapted” in creating new lesson plans. The group will then present their “TWO MOST FAVORITE” guidance classroom lessons to the class from the beginning to the end and provide copies of their lessons to classmates. Elementary, Middle School, and High School Groups will present lessons during separate class sessions, with a lesson averaging 20 to 30 minutes.
8. **PRBE Training:** As a requirement of MSIP, program evaluation is an important part of an effective guidance program. PRBE, Partnership for Results-Based Evaluations, has been developed by DESE to train school counselors in evaluating their guidance programs. School data are collected and entered using Excel. Graphs created in Excel translate into a brief PowerPoint “poster” presentation. PRBE training has become a requirement of the second year mentorship program.

Practicum and intern students are to complete training and demonstrate knowledge of PRBE. During the week that many of us will be attending the MSCA Conference, students will complete online training on PRBE via ANGEL and complete questions or activities online to satisfy the PRBE requirement.

Counselors have the opportunity to present their PRBE Posters at the Fall MSCA Conference and the chance to have their posters selected for inclusion on the DESE website. Consider the following when preparing a poster presentation:

**Data Collection and Poster Presentation**
- Select subject(s)
- Gather attendance data or behavioral data BEFORE intervention
- Complete 6 week intervention
- Gather attendance or behavioral data AFTER intervention
- Using the PRBE process, analyze and present the data via a PowerPoint Poster

9. **Site Supervision and Evaluations:** The student is required to receive one hour per week of face-to-face supervision with the site supervisor. The site supervisor evaluates student performance as indicated on course objectives and agreed upon site responsibilities. Students in training are required to discuss the evaluation form by mid-term (no marks are required) with the final evaluation requiring scoring marks by the end of the semester. The student needs to document activities at the bottom of each standard to indicate how he/she is satisfying the objectives. The student must receive satisfactory evaluations from the site supervisor in order to receive a passing grade for the course.

10. **Class Supervision:** As required by DESE, students must attend each class session in order to complete the required hours of university supervision. As indicated under the attendance section, supervised hours cannot be made up, because weekly exchange of information is difficult to retrieve if absent. Active participation in class is expected.

11. **Evaluation by Course Instructor:** The evaluation is based on the student’s readiness to enter the school counseling field as an effective and ethical practitioner. This determination is based on the site supervisor’s evaluation of performance, the instructor’s evaluation of performance, by student’s participation in the class sessions, and by student’s completion of assignments. The evaluations by the site supervisor will be retained in the student’s file. A student should speak to the instructor immediately with questions or concerns regarding his/her progress. Each student must receive a satisfactory evaluation from the course instructor in order to receive a passing grade.

12. **Internal Improvement Review (IIR):** Download the review and personally evaluate the school district in which you are working. This particular document is intended to be completed in a collaborative meeting between the counselor and administration, but due to the time committed to complete, I am not requiring anyone, but yourself, to evaluate a guidance program. You will submit your personal review at the end of the semester. If your supervisor finds the time, you may want to ask his/her opinion as to scoring specific areas.

13. **Q and A Section of ANGEL:** Time in class is short, so take advantage of the Q and A section of ANGEL to post questions, concerns or dilemmas. Ideally, a classmate or the instructor will respond to your request in a short amount of time. Q and A is an abbreviated version of a discussion board that provides optional participation but has proven worthy in getting quick answers to questions!
Disability Accommodation

As defined in Section 504 of the Rehabilitation Act of 1973, Evangel University is committed to providing reasonable accommodations for students with disabilities. If you think that you qualify for accommodations, please contact the Academic and Career Development Office in the Student Union, Suite 107.

Fingerprint/Background Check Requirement (NEW!)

University students completing their practicum or internships in public schools must have on file with the school district a copy of a fingerprint-background check. For students who have not completed the requirement, please follow directions by accessing Evangel University’s Guidelines for Fingerprint/Background Check located under Course Documents. Documents also be found at http://www.dese.mo.gov/divteachqual/teachcert/bcindex.html

Results of Background Checks are Confidential

Federal regulations prohibit the dissemination of criminal-history information outside of the agency (DESE) that receives it; therefore, background/fingerprint information CANNOT be shared between school districts, between colleges, or between colleges and school districts. Schools should NOT copy any applicant’s report, clearance letter, or the "rap sheet" from the MHP/FBI. You should not discuss the contents of these documents with other potential employers.

A school district or college CANNOT share the results of fingerprinting with an applicant. If an applicant has a background incident, DESE can mail a copy of the report about that incident to a public school district (if it is less than six months old). DESE will not fax or e-mail such records. Reports that are more than six months old are destroyed.

Substitute Certificate Required (NEW!)

DESE determined that if counselors-in-training were to be left alone with children, they need to have a substitute certificate to be legal. Students do not need a substitute certificate if they have a current teaching certificate or if they have a current 2009-2010 substitute certificate. Students do not have to take additional classes, because transcript hours will determine eligibility. Please follow the directions for obtaining and submitting a substitute certificate under Course Documents in ANGEL.
TUESDAYS TENTATIVE FALL 2009 SCHEDULE

September 1

Introduction of Class Members

Discussion of electronic log, contracts, reflections, background checks, and substitute certificates (#1,2,and 3 of syllabus).

Turn in Student Contact Information Form

For next week:

1) Log on to the Angel website (via Evangel website) to review assignments and to read the entire syllabus by next class session.

2) Also, please review lesson plan templates and Appendix A, Content Standards and Grade Level Expectations, to add to your notebook. These documents will assist you in developing your group lesson plans, so you may want to download to use as a reference.

3) Complete the practicum/intern application forms and obtain signatures within the first week of placement; your contract will be filed in your student class folder.

4) Bring your calendar so that dates can be confirmed on the class schedule.

A reminder: When completing your electronic log during the week, ask questions via Q and A on ANGEL, especially when trying to determine how to enter activities under the four components.

DUE EACH WEEK: Electronic Logs with signed site supervisor verification form will be collected each week, reviewed, and filed in student’s class folder.

September 8

Spiritual Emphasis Week

Discussion of Guidance Program Manual Review Questions, Group Role Play Scenarios, Case Study Presentations, and Group Classroom Guidance Lessons (#4,5,6,and 7 of syllabus).

Divide into groups to discuss case scenario presentations and lesson plans.

DUE:

• If you have been “on the job” for about five days, your signed contract needs to be turned in to be filed in your class folder.

For next week:

1) Download Internal Improvement Review (IIR). This document will be used for you to evaluate a comprehensive school guidance program by the end of the semester.
September 15  
Discussion of PRBE online training, Site Supervision, Evaluations, Internal Improvement Review (IIR) and Q and A Section of ANGEL (#8,9,10,11,12,and 13).

September 22  
Review benefits of joining SMSCA and/or MSCA;  
http://schoolweb.missouri.edu/MSCA  
Early bird discount rates apply only if payment for your registration and dues are postmarked by October 9, 2009. Students who are not contracted as school counselors receive discounts for joining.

DUE:  First Reflection (submit by Angel drop-box)  
DUE:  First round of group role play scenarios

(Monday, September 22, Optional Attendance: Mandated Reporter Seminar, Library Center, South Campbell, 3-5; RSVP Myra at 888-2020)

(Friday, September 25, Mentor Workshop at Vatterott)

September 29  
DUE:  Second round of group role play scenarios  
DUE:  Guidance Program Manual Review Questions (submit by ANGEL Dropbox)

(Friday, October 2, Mentor Workshop at Vatterott)

October 6  
DUE:  
Turn in Mid-Term Evaluation from On-Site Supervisor (only needs to be reviewed; no evaluation marks are necessary but comments are welcome; students are to list activities that have met objectives under each of the standards).

DUE:  Third round of group role play scenarios

(Tuesday, October 6, University Plaza Hotel; Comprehensive Child Therapy Workshop; please contact Marla Cantwell for group rates; information was e-mailed to students)

October 13  
DUE:  Second Reflection (submit by ANGEL Drop-box)  
DUE:  Elementary Lesson Plans /Presentations  
PRBE Online Training Available; complete by November 10.

October 19-20  No Class; Fall Break
October 27  DUE: Middle School Lesson Plans/Presentations
              DUE: Case Studies Exchanged to Review

November 3  DUE: High School Lesson Plans/Presentations

November 10  No class; MSCA Fall Conference (November 7-10)
              DUE: Third Reflection (Submit by Drop-Box)
              DUE: Completion of Online PRBE Training

November 17  DUE: Final Case Studies Submitted to Instructor (after discussion of peer review)

November 24  DUE: Internal Improvement Review (IIR) of a Counseling Program

December 1  DUE: Turn in Final Evaluation from On-Site Supervisor
              DUE: Fourth Reflection by Drop-Box; Last week to turn in logs

December 8  Last Class of the Year!

CONGRATULATIONS ON YOUR ACHIEVEMENTS!

Merry, Merry Christmas
and a
Very Happy and Healthy New Year!
Finish each day and be done with it. You have done what you could. Some blunders and absurdities no doubt crept in.... Tomorrow is a new day; begin it well and serenely and with too high a spirit to be cumbered with your old nonsense.

This day is all that is good and fair. It is too dear, with its hopes and invitations to waste a moment on yesterdays.

Ralph Waldo Emerson
STUDENT CONTACT INFORMATION
(Voluntary Information; turn in to instructor at end of first class session)

Student’s Name: ________________________________________________________________

E-mail Address: ________________________________________________________________
(Please print clearly and exactly; may list more than one address)

Home Address: ________________________________________________________________

Home Phone: ________________________________________________________________

Cell Phone: ________________________________________________________________

Emergency Contact Person(s) and Phone Number: __________________________________

Place of Employment: __________________________________________________________

Employment Address: __________________________________________________________

Work Phone: ________________________________________________________________

What degree or certification are you working toward? ________________________________

What other night courses are you taking this semester? Please indicate dates and times in
 case the instructor needs to contact students in person or return assignments.

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________