

**EPC 620 – The College Counseling and Student Services Profession**  
Spring 2006  
**Wednesdays, 7:00 p.m. – 10:00 p.m.**

Instructor Information:

Coordinating Professor: Merrill A. Simon, Ph.D., NCC, NCCC

Office Hours: By app't. Mon. & Wed. in the early afternoon and other times by appointment in ED 2222. (I am able to respond most quickly to e-mail queries.)

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CSUN Phone: 818/677-2558

Messages (9 am-8 pm): 818/885-0109

Class Webpage (Contains syllabus and assignments): <http://www.csun.edu/edpsy/epc620>

Brief Course Description

Examines the theories and research in college counseling and student services work. Introduces the specialty fields of student affairs, including current and future issues, problems and trends with a focus on college counseling. Functions and organizational patterns of student affairs programs, the interaction of the academic and student services areas, and legal and ethical issues will also be studied.

General Course Objectives

For students to:

1. develop a meaningful theoretical basis for work in the field, including an understanding of the implications of roles in higher education.
2. acquire an introductory knowledge of areas of student services and functions of student services professionals and counselors.
3. begin (or continue) an on-going program of professional reading in the field.
4. analyze current issues and problems in the field—both the controversial and the mundane.
5. identify future trends in the field and their impact on this area of work.
6. understand the function and role of professional standards.
7. develop a personalized professional concept regarding work in Student Affairs and its role in the personal and educational development of students.
8. become more comfortable and competent as developing Student Affairs professionals.

## Text and Materials

- (Required) Komives, S., & Woodard, D. (Eds.). (2003). *Student services: A handbook for the profession*, (4th ed.). San Francisco: Jossey-Bass.
- (Required) *APA Publication Manual* (2001). (5<sup>th</sup> ed.). American Psychological Association. Washington, DC: Author.
- (Optional) Cohen, A. M., & Brawer, F. B. (2003). *The American community college*, (4<sup>th</sup> Ed.). San Francisco: Jossey-Bass.
- (Optional) Gordon, V., & Habley, G. (Eds.) (2000). *Academic advising: A comprehensive handbook*. San Francisco: Jossey-Bass.

Other readings as assigned (which will be distributed in class).

## Academic Integrity

Student behavior in this class and regarding all assignments is, at a minimum, guided by the rules and regulations as described in the CSUN Catalog and Schedule of Classes. I would expect that those who are planning to enter or are already in the field of Student Affairs to particularly have a duty to model ethical conduct both in the classroom and in their work. Behavior that is outside what is appropriate will not be acceptable in this class. If you are not familiar with the guidelines described above, please review them in the documents listed above.

## Conceptual Framework of the College of Education at CSU Northridge

The College of Education as a professional school uses a developmental approach to promote reflection, critical thinking, and excellence in an inclusive learning community. Its graduates are well educated, highly skilled and caring persons who are lifelong learners prepared to practice in an ever changing, multicultural world. They are committed to promoting achievement of all students as a primary measure of successful educational practice. Graduates assume service and leadership roles in public and private educational, health, and social programs and institutions. The College establishes and maintains productive partnerships with community schools and agencies. The faculty is committed to excellence in teaching, scholarship, service and collaboration with the community and professions. The values for faculty and students that form the foundation of this Conceptual Framework include the following:

1. We value high standards in the acquisition and application of professional knowledge and skills in subject matter, pedagogy, and technology.
2. We value the achievement of students at all levels and promote its accomplishment in accordance with national, state, and institutional standards.
3. We value an inclusive learning community.
4. We value creative, critical and reflective thinking and practice.
5. We value ethical practice by caring professionals.

## 2001 CACREP Standards Addressed in EPC 620

- (Core Standards) **PROFESSIONAL IDENTITY** - studies that provide an understanding of all aspects of professional functioning
- (College Counseling Specialty) **FOUNDATIONS of College Counseling**
  1. history and philosophy of college counseling, student affairs, and higher education
  2. issues, problems, and trends in student development in higher education;
  3. the purpose and function of college counseling in higher education;
  4. legal and ethical issues and standards of practice specifically related to college counseling;
  5. models for designing, managing, and evaluating college counseling programs, including the use of technological applications;
  6. models and methodologies of program development and implementation that use professional standards and other resources; and
  7. the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religion

These competencies are also addressed in aspects of other courses, but are most related to EPC 620.

### General Information & Expectations:

- This course will be taught by the course instructor with presentations from other Student Affairs professionals at CSU Northridge and other local institutions of Higher Education. The names of the speakers, as well as their affiliation, are indicated for each lecture.
- Completion of reading and other assignments **prior** to coming to class.
- Appropriate participation in class activities and discussions.
- Regular class attendance. Please leave a message (using both campus and home office phone numbers listed above if it is the same day message) if you are unable to attend class. You are responsible for mastering all information—whether or not you were present. Please request notes from your classmate(s) if you cannot attend class. **Missing more than one class period will lower your grade unless I have “approved” your absence in advance.** An approved absence could be for significant illness or attending a professional conference.
- Due to the need for you to keep current with the assignments and for me to give you maximum consideration in grading, late assignments will not be accepted except in emergency situations—and that have been approved in advance of the due date. Late assignments will generally be grade penalized to be most fair to the entire class.
- All assignments should be in APA style, **typed/word processed**, double-spaced, using non-sexist language (when relevant). Spelling and grammatical errors will result in a loss of points. Please do not hand your assignments in folders; stapling them is sufficient. No cover sheets are necessary for the weekly assignments. You may submit papers to me electronically.
- A plus/minus grading system will be utilized in determining grades. Each assignment will be graded on a point-basis, and your final grade will be appropriately weighted. The scale will be:
 

93-100%: A	80-82%: B-
90-92%: A-	78-79%: C+
88-89%: B+	73-77%: C
83-87%: B	72% and below: not passing for a graduate course.

Students who keep up with their reading, participate in class, and complete the requirements in a timely and careful manner, and who follow the written directions for each assignment, typically do well in this course. If you are unsure about an assignment, ask in advance of its due date and I will be happy to explain further or in a different manner as needed.

- It is my personal goal that each student will be successful in this class – though success generally is determined by the amount of effort and time spent by the student. If there is a concern about any aspect of the class, please contact me in a timely manner. While the assignments due are not negotiable, I may be able to assist you in better understanding the needs of the class or in identifying other outside resources for your use.

## Course Requirements:

### 1. Class Participation and Reading Reactions/Question Development

For full credit in this area you must be on-time to every class session and stay for the whole session. You must participate in the class discussions and case exercises on an on-going basis. In order to participate fully it will be necessary to complete the readings before each and every lecture that has assigned readings. Under the extraordinary circumstances that you are not able to complete the readings before the lecture, please still attend the lecture. Your opinion as to your level of participation will be incorporated as part of your grade. The necessary content of the written, weekly reading reactions and questions will be described in class. (Only reading reactions submitted by 5 p.m. on the day before the lecture will count toward one of the required eight reading reactions due. No late submissions.)

**Eight (or more) reflective reading reactions due Sessions: 2 - 13.**

*Worth 15% of course grade.*

### 2. Field Observations

Arrange for **four hours** of observation at each of **two student service sites** [approximately eight (8) hours total—each of which may be done over a one or two day period], and in a university or community college setting. If you currently are a graduate assistant or are employed on a college campus, you must select a site other than your current work site, though it may be in another setting within that institution or the same area of student affairs at another institution. Submit a brief written report for each of the two observations.

**Due: March 15**

*Worth 10% of course grade.*

### 3. Professional Journal Reports

Submit two 1-2 pages written reports (one each due date) on a current journal article from a professional college counseling/students services journal. The format will be provided. The topic for each article may be the same or differ from one another.

**Due: February 15 and March 1**

*Worth 10% of course grade. (5% for each Report)*

### 4. Issue Paper

Each student will develop and write a research paper on a current issue in the college counseling/student services field that incorporates student development theory. Instructions will be provided.

**Topic due: Sat., March 4;**

**Extended Outline due (electronic submission): by April 5;**

(Optional) Paper draft may be electronically submitted by April 24 for feedback;

**Final Paper due: May 3**

*Worth 25% of course grade.*

### 5. Classroom Presentation

Each team of students will provide an integrated classroom presentation of the information developed for her/his Issue Paper. Students will develop teams developed around a topic or issue area. Each person will present on his/her specific area. Instructions will be provided.

**Due: May 10 or 17**

*Worth 10% of course grade.*

### 6. Final Examination

There will be a cumulative examination at the end of the semester covering assigned readings, class presentations and discussions.

**Due: May 24**

*Worth 30% of course grade.*

# Student Information

## EPC 620 - Spring 2006

Name as on roster: \_\_\_\_\_

Name you wish to be called: \_\_\_\_\_

Telephone Numbers(day):     (    )     -                     .

(eve):     (    )     -                     .

Electronic-mail address: \_\_\_\_\_

(**Required** for use throughout class—see me if you need info re: acquiring a CSUN account. **Note:** Specifically, AOL accounts are typically not compatible with any (of the many) attachments I will be sending. Check your e-mail regularly for updates and information about upcoming conferences and internship applications.)

Mailing **Address:** \_\_\_\_\_

(If you work at CSUN, you may provide \_\_\_\_\_

your CSUN campus address instead.) \_\_\_\_\_

Check reason(s) for taking class:

\_\_\_\_\_ CC/SS M.S. Program

\_\_\_\_\_ CC/SS Certificate

\_\_\_\_\_ Elective for \_\_\_\_\_ program

\_\_\_\_\_ CSUN staff member

\_\_\_\_\_ Other: \_\_\_\_\_

Undergraduate major(s): \_\_\_\_\_

College(s) Attended: \_\_\_\_\_

Did you live on-campus/in residence halls while you were an undergraduate? Yes \_\_\_\_ No \_\_\_\_

If M.S. student, approximate number of units already completed in program: \_\_\_\_

Work experience (including student affairs and other professional experience):

\_\_\_\_\_  
\_\_\_\_\_

Check the following of each which it is acceptable to share with your classmates:

\_\_\_\_\_ Your e-mail address      \_\_\_\_\_ Your phone number      \_\_\_\_\_ Your name

**Personal and typical needs** you have (e.g., learning, logistical, other disabilities relevant to this class). Appropriately documented accommodations will be made when requested in advance. Self-advocacy is important not only for your future student clients, but also for yourself! \_\_\_\_\_

\_\_\_\_\_  
Questions/Concerns/Additional Information you wish to share about the class or yourself: \_\_\_\_\_

***Continue on the back of this sheet as needed.***

## Brief Student Interview Directions

Identify 1-2 college students whom you do not already know. Try to find someone in his or her first year of college or, alternatively, their first year post-transfer.

Spend about 10 minutes speaking with them about their biggest:

Challenges

Thrills

Insights gained

Briefly describe the above and what you learned from this interview in a 1 - 1 1/2 page paper due the second week of class. Identify the person only by their first name, what school they are attending, and their year in school. Be prepared to contribute to a discussion around such experiences.