



Department of Educational Psychology and Counseling

Course Syllabus

EPC 621: Collaboration and Consultation for School Counselors

Instructor:

Phone:

Email:

Office:

Office Hours:

Note: I will respond to email communication within 48 hours Monday through Friday; if you have emailed after 5pm on Friday, I will respond to you the following Monday.

Course Description

The course examines principles and theory-derived practices of collaborating with families in educational settings from pre-K through high school. Considerations of family system theory, family forms, the role of culture and the ecological perspective, the impact of family on child development, child and adolescent development, and student achievement will be incorporated into the course. Course teaching will emphasize consultation with teachers and other professionals regarding problems encountered with children and adolescents, with a focus on improving preK-12 student academic achievement.

Units: 3

Prerequisite: Admission to master's program in counseling at CSUN. **Co-requisite:** Fieldwork

College of Education Conceptual Framework

Regionally focused and nationally recognized, the Michael D. Eisner College of Education is committed to ***Excellence and Innovation***. Excellence in the acquisition of professional knowledge, skills, and dispositions is evidenced by the growth and renewal of ethical and caring professionals – faculty, staff, candidates – and those they serve. Innovation occurs through collaborative partnerships that represent communities of diverse learners who engage in creative and reflective thinking. To this end we continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework:

- | | |
|---|---------------------------------|
| ▪ Excellence in professional and academic preparation | Collaborative partnerships |
| ▪ Evidence of growth and renewal | Communities of diverse learners |

- Ethical and caring professionals

Creative and reflective thinking

Instructional Philosophy

The counseling programs at CSUN are designed based on learning-centered, outcome-based educational principles as described below:

Learning-Centered Education

- A cross-disciplinary, constructivist pedagogical model, learning-centered education refers to designing educational curricula that focus on promoting active student learning of specific skills and knowledge rather than mastery of content.
- In this approach, learning is the focus of curriculum design. Student learning is measured to determine whether students are meaningfully engaging the material. Students are active in this process, applying and using knowledge rather than trying to memorize or analyze it.
- Clearly defined learning objectives and criteria are used to facilitate student learning and democratized the student-teacher relationship.

Outcome-Based Education

1. Closely related to learning-centered, outcome-based learning refers to designing curriculum around the final learning outcomes or objectives.
2. Rather than simply following the textbook chapter by chapter, the learning objectives drive the curriculum.

The learning objectives and outcome measures for this program have been derived from the following sources:

1. The California Commission on Teacher Credentialing (CTC) State Standards for School Counseling.
2. The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) requirements for the specialization in School Counseling.
3. The Student Learning Objectives developed by the departmental faculty.

How this course meets all of these requirements is outlined below.

CTC Standards Covered in this Class

The School Counseling program at CSUN is accredited by the California Commission on Teacher Credentialing (CTC), the body that authorizes individuals to work in the State of California as School Counselors, among other professions in education.

The following School Counseling Performance Expectations (SCPEs) are covered in this course.

SCPE 3: Student Academic Development	
SCPE 3.1	Demonstrate the role of the school counselors in academic tiered systems of support, and develop strategies to intervene academically through appraisal, advisement, individual student planning, goal-setting, etc.

SCPE 3.4	Identify the factors associated with prevention and intervention strategies to support academic achievement and ensure equitable access to resources promoting academic achievement, college and career development, and social/emotional development for every student, such as: motivation, student efficacy, time management, study skills, constructive problem solving, and teacher-student rapport.
SCPE 3.6	Knowledge and understanding of state and local academic standards, grading policies and state testing.
SCPE 3.8	Awareness and understanding of parent rights and processes associated with Individual Educational Plan (IEP), Section 504 Plan, and other academic accommodation and modification programs.
SCPE 5: Social/Emotional Development	
SCPE 5.3	Articulate the role of school counselors in Multi-Tiered Systems of Support (MTSS) and apply the MTSS framework to promote social and emotional learning of pupils in a non-judgmental and inclusive manner.
SCPE 5.11	Demonstrates knowledge of and skills in developing, organizing, presenting, and evaluating preventative and proactive in-service education programs for school staff.
SCPE 5.12	Demonstrate the ability to promote school connectedness and understand the benefits of enrichment and extracurricular engagement, such as school clubs, sports, and other extracurricular activities
SCPE 5.15	Articulate and demonstrate the school counselor's responsibility to develop and lead comprehensive student support system in collaboration with teachers, administration, other PPS professionals, and community partners/agencies.
SCPE 6: Educational Foundations: Growth and Development, Learning Theory, Academic Achievement	
SCPE 6.4	Develop, present, and evaluate a classroom lesson on school counseling core curriculum, including formative and summative assessments.
SCPE 6.5	Demonstrate effective classroom management skills and strategies, including developing, implementing, and consulting on successful practices such as classroom systems and procedures, positive behavior interventions and supports (PBIS), restorative practices, tiered systems of support (academic and social/emotional), and individual student support plans.
SCPE 6.7	Review and analyze appropriate state and national evidence-based curriculum for Pre-K12 social/emotional learning.
SCPE 6.8	Identify and apply student engagement strategies and pedagogical best practices.
SCPE 6.9	Recognize early signs and predictors of student learning barriers and apply measurable intervention strategies.
SCPE 6.10	Examine and identify factors that impede or limit student development including stereotyping, socioeconomic status, language development, school climate, and discrimination. Understand, develop, and encourage collective and student efficacy to increase student achievement.
SCPE 7: Leadership and Advocacy in Social Justice, Equity, and Access	

SCPE 7.7	Understands the leadership role of school counselor in engaging in collaborative work with school administrators, teachers, other pupil personnel services staff, and outside agencies.
SCPE 8: Program Development	
SCPE 8.5	Understand the interrelationships among prevention and intervention strategies within school organization and the community.

CACREP Standards Covered in this Class

The School Counseling program at CSUN abides by the standards set forth by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

The Core CACREP standards covered in this class include (in full or partially):

PROFESSIONAL COUNSELING IDENTITY	
1. Professional Counseling Orientation and Ethical Practice	d. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
	e. The effects of power and privilege for counselors and clients
	k. Strategies for personal and professional self-evaluation and implications for practice
5. Counseling and Helping Relationships	c. Theories, models, and strategies for understanding and practicing consultation
7. Assessment and Testing	i. Use of assessments relevant to academic/educational, career, personal, and social development
	j. Use of environmental assessments and systematic behavioral observations
8. Research and Program Evaluation	b. Identification of evidence-based counseling practices
	c. Needs assessments
	d. Development of outcome measures for counseling programs
	i. Analysis and use of data in counseling
	j. Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation

The School Counseling Specialty standards covered in this class include (in full or partially):

Foundation	1D: Models of school-based collaboration and consultation
Contextual Dimensions	2A: School counselor roles as leaders, advocates, and systems change agents in P-12 schools
	2B: School counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies
	2D: School counselor roles in school leadership and multidisciplinary teams
	2G: Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders
	2K: Community resources and referral sources
Practice	3D: Interventions to promote academic development
	3H: Skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement
	3L: Techniques to foster collaboration and teamwork within schools

Specific Course Learning Objectives

The learning activities in this course will enable students successfully completing the class to do the following:

1. Students will demonstrate knowledge and skills in school consultation theory and practice with teachers, parents, and administrators through in-class activities, examinations, and fieldwork consultation case presentation and written report.
2. Students will demonstrate knowledge and skills to build collaborative consultation teams with teachers, parents, special educators, and administrators, including consultation among professional colleagues, and coordinating support, roles, and services of school staff, parents, family and community members and community agency personnel within the framework of a comprehensive school counseling program. Students will demonstrate knowledge and skills through in-class activities, examinations, and/or fieldwork consultation case presentation and written report.
3. Students will demonstrate awareness, knowledge, and skills in addressing equity issues in schools through the use of cultural proficiency and multicultural consultation with students and parents from diverse cultural backgrounds. This will be assessed through in-class activities, examinations, and/or fieldwork collaborative consultation case presentations.
4. Students will demonstrate awareness, knowledge, and skills toward inclusive education, and full inclusion consultation in schools, through in-class activities, examinations, and fieldwork consultation case presentation and written report.
5. Students will demonstrate awareness, knowledge, and skills in social advocacy and leadership skills through in-class activities, final exam, and/or fieldwork consultation case presentations.

6. Students will demonstrate knowledge and skills in collaborative consultation with teachers and parents about students with academic difficulties through in-class activities, and fieldwork consultation case presentation and/or a written report.
 7. Students will demonstrate knowledge and skills in collaborative consultation with teachers and parents about students with behavioral difficulties through in-class activities, and/or fieldwork consultation case presentations.
 8. Students will demonstrate knowledge and skills of an organizational change agent and dynamics of change through in-class activities, examinations, and fieldwork consultation case presentation and written report.
 9. Students will demonstrate knowledge and skills in school consultation with teachers about decreasing stress, and building knowledge, skills, confidence, and professional objectivity through in-class activities, and fieldwork consultation case presentation and written report.
 10. Students will demonstrate knowledge and skills in data-based goal setting, intervention planning, and outcome assessment in collaborative consultation activities through in-class activities, and fieldwork consultation case presentation and written report.
 11. Students will demonstrate knowledge and skills in ethical practice as school-based consultants using a collaborative consultation model through in-class activities, examinations, and fieldwork consultation case presentation and written report. Topics include rights of the student, parent, teacher, and school, as well as public school laws pertaining to due process, educational rights of students, parents' rights to be informed, and special education/full inclusion services for students with special education needs.
 12. Students will demonstrate knowledge and skills of strategies and methods of working with parents, guardians, families, and communities to empower them to act on behalf of students through in-class activities, and fieldwork consultation case presentation and/or a written report.
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Policies and Resources

Attendance

Students manifest their responsibility in the regularity and punctuality of their attendance. Since this course includes significant seminar and experiential components, attendance at each class meeting is required. ***In cases of absence, any scheduled assignments are due to the professor at the beginning of class unless other arrangements have been made prior to that time.*** If you are absent from class, it is your responsibility to check online and with fellow classmates regarding announcements made while you were absent; this includes supplemental instructions related to assignments. You are responsible for and may be tested on any and all lecture materials presented in class that are not covered in your readings.

Due Dates and Times

Due dates and times are non-negotiable unless an extension is provided to the entire class and/or if one has been approved in writing for serious medical necessity or extreme

circumstance. Assignments are due on the identified date at the beginning of class (4pm), and must be submitted via Canvas. There will be no rewrites of assignments; therefore, it is necessary that you submit your best work. **Note:** Emailed assignments will not be accepted as there are often issues with opening documents and/or the formatting is incorrect.

Requests for Incompletes

Incompletes will only be considered in accordance with university policy, which requires that 75% of the course be completed prior to the unforeseen grave circumstance(s) at the end of the semester, such as the loss of an immediate family member, hospitalization, or severe illness. Students must request a grade of Incomplete in writing using the University's Incomplete Request Form ([Incomplete Request](#)).

Religious Holidays

If you celebrate a religious holiday that falls on a scheduled class meeting, please notify the professor during the first two weeks of class, so that proper and equitable accommodations can be made. Students are responsible for selecting presentation days that do not conflict with one of their religious holidays.

Professionalism

As a student in a professional training program, you are expected to consistently demonstrate professional behavior. This includes but is not limited to:

- Being on time to class with assignments complete.
- Respectful interactions with all students and faculty.
- Proactive engagement in the learning process.
- Being organized and prepared for in-class discussions.
- Managing paperwork effectively.
- Managing technology effectively (the university provides extensive computer, printing and internet support; please use it in times of technical emergency).
- Attending to class discussions/lectures and using technology (Laptops/iPads/etc.) for class purposes only.
 1. **Note:** It can be very tempting to check email, instant message, play games, etc. during class when using technology at your desk. Should you **appear** to be disengaged from class discussions, lectures, or small/large group activities, points will be deducted from your overall participation and professionalism grade.
- Please – No texting, use of Twitter, Skype, or emailing during class. It is very distracting to others.
- Managing personal information (own and others') appropriately.
- Seeking assistance related to assignments in advance of due dates.
- Engaging in email communication with students and faculty appropriately and professionally (e.g., proper email etiquette, using appropriate language, etc.).
- Please ensure you have turned off your cell phone in class or placed it on silent.
- Student Identified Class norms: **1) No Scents (fragrance free space); 2) Eating/food is okay; 3) No balloons; 4) Be mindful of noise when entering/leaving the class; 5) Be respectful of others' opinions – Disagree with the opinion and not the person; 6) Be engaged when colleagues are presenting.**

Students who have difficulty in one or more of these areas may have their participation grade lowered, and in severe cases may be referred to the department Student Affairs Committee for further review.

Students with Disabilities

If you have special needs as addressed by the Americans with Disabilities Act (ADA), and need course materials in alternative formats, notify the professor **within the first two weeks of class**. Students interested in accommodations should contact the University's office for students with disabilities (Disability Resources and Educational Services, 818/677-2684); only this office can recommend and arrange for accommodations. No accommodations may be made without their approval. Any and all reasonable efforts will be made to accommodate any special needs.

Policy on Cheating and Plagiarism

Cheating and plagiarism are serious offenses in a professional program and may result in expulsion from the program/university on a *first offense*. See the University Catalog for further information. Additionally, students should refer to the Ethics Codes of the American Counseling Association (ACA) and the American School Counselor Association (ASCA) for ethical guidelines regarding plagiarism. For a definition and examples of plagiarism and self-plagiarism, students can refer to the *APA Publication Manual, 6th edition*. Additionally, students **must submit original work**. Any papers or assigned writing must be original work and cannot be taken from previous papers submitted for other courses. If you are found submitting a paper in this manner, you will receive a 0 on the assignment and your participation and professionalism grade will be lowered by up to 7.5 points. Any student caught cheating will be referred to the department Student Affairs Committee.

Useful Links

CSUN's Computer Support

[CSUN Helpdesk](#)

Request for Incomplete Grade

[Incomplete Grade - Request Form](#)

Disabilities Resources and Educational Services

[DRES](#)

Writing Center

[Learning Resource Center](#)

The Pride Center

[CSUN Pride Center](#)

Research and Library Assistance

[Research and Library Assistance](#)

CSUN Student Conduct Policies

[Student Conduct Policies](#)

Required Readings: There is one required textbook for the course listed below that is available through different avenues, including the link that I sent prior to the start of the semester, with the information included (received from publisher), and Amazon. Chapters from one or both texts will be assigned each week for class discussion. In addition, the instructor will provide copies of various articles and chapters from other texts, journals, and additional resources for students to read to further facilitate class discussions. **Note:** Weekly reading assignments might not synchronize precisely with weekly class discussions and activities.

- 1) Dickinson, K., & Parsons, R. (2019). *The school counselor as consultant: Expanding impact from intervention to prevention*. San Diego, CA: Cognella.

Recommended Reading

- 2) Lindsay, R. B., Robins, K. N., Terrell, R. D. (2009). *Cultural proficiency: A manual for school leaders*. Thousand Oaks, CA: Corwin.

Course Assignments:

The grade for this three (3)-credit course will be based upon the following four performance measures, which will each count toward a percentage of the final grade:

1. Consultation Case Requirement (SCPEs 3.4, 3.8, 5.3, 5.15, 6.7, 6.8, 6.9, 6.10, 7.7, 8.5)

To facilitate a thorough training of consultation skills, each student will carry one consultation case in a fieldwork setting. Each student should make arrangements for a consultation case through the student's current fieldwork placement. You will be responsible for consulting with the relevant staff member (teacher/administrator) and/or parent for (at least) four (4) consultation sessions and will develop a data-driven systemic intervention for the targeted issue.

The case you take on should be connected to improving the student's academic achievement, which may require a focus on regular academic progress updates and check-ins, social behavior updates/tracking, providing curriculum to teachers and parents of individual students experiencing difficulties (e.g., lack of social skills, behavioral issues in the classroom, poor academic progress, etc.), burnout, skill development (students and/or parents), cultural sensitivity training for teachers, social skill development, or academic inclusion strategies.

Consultation sessions should be direct consultations with teachers and/or parents around areas affecting academic progress of students. Direct consultation includes in-person and over-the-phone communications. Opportunities may also be available to consult in relation to the implementation of curriculum or intervention programs for the entire classroom, or school, i.e., to offer teacher in-service training seminars, or to provide a parent-centered consultation programming/training. No matter which area the student chooses to focus the consultation case, each case should involve an intervention developed by the CSUN student to address the target issue.

All cases should include a discussion of culture as it impacts the school, consultant, consultee(s), and student(s). The cases must also include baseline and outcome (pre- and post-vention) data, and detail any best practices used. The student will submit a completion slip (Appendix E) signed by the site supervisor indicating they have seen the consultee for at least four (4) sessions. (SCPE 3.4, 3.8, 5.3,

5.15, 6.7, 6.8, 6.9, 6.10, 7.7, 8.5)

Students will submit a write-up of the consultation experience in the form of an 8-10 page paper. See **Appendices F and G for further information.** [Signature Assignment] (40% of final grade) (CACREP Core Std. 1d, 1e, 1k, 5c, 7i, 8b, 8c, 8i, 8j; Specialty Std. 1d, 2a, 2b, 2d, 2g, 2k, 3d, 3h, 3L) (SCPE 3.4, 3.8, 5.3, 5.15, 6.7, 6.8, 6.9, 6.10, 7.7, 8.5)

2. School Culture Analysis (SCPEs 5.12, 6.9, 6.10)

Students will analyze the culture of their fieldwork site. You will use one of the School Culture Surveys provided in Canvas, and submit the completed survey along with your paper, or you will find a School Culture Survey on your own (**Note: If you elect to find a survey on your own, you must provide a copy to the professor for approval one week prior to engaging in your observation/analysis**). The observation and analysis could be of one of the following school-based activities: a faculty meeting, a school site council meeting, or an in-school assembly. (SCPE 5.12, 6.9, 6.10)

Students will submit a 2-4 page paper—double spaced, following APA formatting guidelines—discussing and critically analyzing the school's culture based on what they observed, the rating scale, and using readings/research from class discussions and personal readings to support observations. Students will pay particular attention to school connectedness and opportunities that promote this connection, e.g., school clubs, extracurricular activities, etc. In your analysis, students should also identify areas that might speak to student learning barriers or impede student development, if observed. See Appendix B for Rubric. (20% of final grade) (CACREP Core Std. 1d, 1e, 7j; Specialty Std. 2a) (SCPE 5.12, 6.9, 6.10)

3. In-class Presentation (SCPEs 3.1, 3.6, 5.11, 6.4, 6.5, 6.8)

For the first part of this assignment, choose ONE of the following two options:

1. Collaborate with a professional school counselor or other school personnel member (e.g., a teacher or school psychologist) at your school site to co-present a core curriculum classroom lesson(s) on a topic that is relevant to your school site and students. If you elect this option, you will need to create a lesson specifically for this assignment. It should **not** be a core curriculum lesson that is already created and regularly given to students. (SCPE 3.1, 6.4, 6.5, 6.8)
2. Collaborate with a professional school counselor to create and co-present an in-service/training to teachers and staff, or parents/families at the site. It is recommended that you choose a topic pertinent to your particular group of parents/families at your site. Seek the assistance of those who work at your field site to coordinate the logistics of the in-service. For this option as well, you should **not** present a pre-packaged in-service; this should be something that you have created. (SCPE 3.6, 5.11)

The second part of this assignment is for student to present to your class colleagues a summary of your school presentation in a 5–8-minute power-point (PPT) presentation. Prepare and present a PPT guide that describes the development, implementation, and evaluation of the presentation in which you participated at your school site. See Appendix C for presentation rubric. (SCPE 3.1, 6.4, 6.5, 6.8)

This assignment will be graded on the clarity, delivery, creativity, and style of your class presentation to colleagues, and your submission of a completion slip (Appendix D) signed by your site supervisor indicating you have completed option 1 or 2, along with the completed presentation given for option 1 or 2. If you are placed at a site with another student in the course, there is the potential for a joint assignment, however, this is not guaranteed.

Some of the many topic possibilities for this assignment include peer counseling, conflict resolution, bully and violence-prevention programming, cyberbullying and social media safety, etc. Regardless of the option you chose, your presentation should be developmentally appropriate for your setting and attendees. Since this is an opportunity for you to learn the steps involved with developing and implementing a presentation in a school setting, you may adopt/adapt other's ideas for a portion of the assignment provided you carefully and thoroughly list your references. This includes a particular activity given during the lesson, or information that you will present to your participants, but remember, the presentation should be your creation. **(25% of final grade) (CACREP Core Std. 8d, 8j)**

4. Participation and Professionalism

Complete all assigned readings and be prepared to discuss in class, participate in class role-plays, quick-writes, and other activities. Students may be randomly chosen to discuss reading assignments. Class attendance is essential. See Appendix A for rubric. **(15% of final grade) (CACREP Core Std. 1k)**

Instructional Format

This graduate course will include lecture, discussion, experiential activities; research assignments and self-assessment. The course may also include online components via Canvas (<http://canvas.csun.edu>); use your CSUN user ID and password to log on.

Overview of Course Activities

**The professor reserves the right to modify the above course schedule and content to meet course goals when needed*

Date	Weekly Course Activities	Readings	Assignments Due
Week 1: 1/22	Course Overview; Line-up exercise; Syllabus Review; What is the counselor's role in state and local testing and breaking down the schools' and state's academic standards		
Week 2: 1/29	Team-based Learning; School Based Consultation- What is it? Increasing need for services; Bronfenbrenner's Ecological Framework	Article in Canvas Michaelsen & Sweet (2008); Dickinson & Parsons: Chap. 1-3 (SCPE 3.6, 5.12, 5.15)	Quickwrite: State and Local Testing and academic standards (SCPE 3.6)
Week 3: 2/5	Consultation Models and Professional Practice; Dimensions of Consultation; Theory & Practice; Where to Begin	Dickinson & Parsons: Chaps. 4 & 5 (SCPE 5.11, 5.15)	

Week 4: 2/12	Assessing School Culture; Multicultural Issues in Consultation; Intervention vs. Prevention, is it either/or OR both/and, and how does this support academic, social/emotional, and college/career readiness? (SCPE 3.4, 8.5)	Articles in Canvas - Simcox, Nuijens, Lee (2006); Jackson & Hayes (1993)	
Week 5: 2/19	Problem Solving Consultation and intervention in a Multi-tiered System of Support; Breaking Down the Process of Consultation Further (SCPEs 3.1, 5.3, 6.10)	Chapter in Canvas Kampwirth & Powers: Chap. 3; Dickinson & Parsons: Chap. 6	
Week 6: 2/26	Ethics in School Consultation with Teachers/Administrators/Parents (SCPE 6.10, 7.7)	Dickinson & Parsons: Chap. 9	
Week 7: 3/4	Consultation for Students with Emotional and/or Behavioral Issues (SCPE 6.10)	Chapter in Canvas Kampwirth & Powers: Chap. 6	School Culture Analysis Paper Due
Week 8: 3/11	Conclude consultation for Students with Emotional and Behavioral Issues; Working through Resistance; Case Scenarios – In-class activity (SCPE 6.9)	Dickinson & Parsons: Chap. 8	
Week 9: 3/18	No Class – Spring Break		
Week 10: 3/25	No Face-to-Face Meeting – Use this time to work on finalizing consultation case assignment and in-class presentation		
Week 11: 4/1	School-Family-Community Partnerships: The School Counselor's Role; Consultation for Students with Academic Learning Issues- Is it Only a Problem for Students?	Reading posted in Canvas	<u>Consultation Case Paper Due</u>
Week 12: 4/8	System Level Consultation; Counselors as Change Agents	Dickinson & Parsons: Chaps. 7 & 12	
Week 13: 4/15	Consultation with students with disabilities & their parents – IEPs, 504 plans, Transition Planning; SPED Involvement (SCPE 3.8)		Begin in-class presentations
Week 14: 4/22	Workshops & Education Programs: How We Can Use Them Effectively (SCPE 6.4, 6.5, 6.7, 6.8, 6.9)		Continue in-class presentations
Week 15: 4/29	Group Problem Solving Activity		Finish in-class presentations
Week 16: 5/6	Evaluations & Final Reflections		

* Readings are assigned on these dates with the expectation that the student will be completely prepared to discuss them during the class session.

Evaluation

Students will be evaluated on their understanding of the material presented and on the quality of their participation. The final course grade will be determined by students' completion of above referenced assignments and participation requirements, as well as on professionalism.

Course Activities	Value
Consultation Case Assignment	40%
In-class Presentation	25%
School Cultural Analysis Assignment	20%
Participation & Professionalism*	15%
Total	100%

*Participation may count for up to 100% of grade for serious conduct issues (e.g., failing to adhere to ACA & ASCA Code of Ethics, department and university student Codes of Conduct, etc.).

Grading System

A 100-point grading scale will be used for the final grade; please note that a grade of A is the highest final grade that one can receive for the course, but a grade of A+ is granted for exceptional work in the class. **Note:** No grade will be rounded up or down.

Points	Grade	University Policy on GPA Requirements for Graduate Programs (from the University Catalogue) Students pursuing a Graduate Degree must maintain a minimum 3.0 (B) average in the formal program and the cumulative grade point average. No grade below a "C" can be counted in the formal program. Any grade of "C-" or below in the formal program must be repeated after an approved course repeat form has been filed. If the student does not receive a "C" or better on the 2nd attempt, the student will be disqualified from the program. A maximum of 6 units in the formal program may be repeated at the graduate level. The repeat grade will appear on the transcript. Departments may have higher standards that take precedence over the University policy.
97+	A+	
93-96	A	
90-92	A-	
88-89	B+	
83-87	B	
80-82	B-	
78-79	C+	
72-77	C	
70-71	C-	
60-69	D	
Below 60	F	

Appendix A

Participation & Professionalism Rubric

	Excellent	Adequate	Fair	Poor
Attendance	Attends all classes, arrives on time and stays for the entire class	Misses one full class; or arrives late to class twice; and/or leaves early twice	Misses two full classes; or arrives to class late three or more times; and/or leaves early three or more times	Misses more than two full classes without communication with professor re: extenuating circumstance
Professionalism	Meets all areas listed on pp. 5-6 (10)	Meets at least 8 areas listed on pp. 5-6 (7)	Meets at least 7 areas listed on pp. 5-6 (5)	Meets 6 or fewer areas listed on pp. 5-6 (3)
Class and small group participation	Regularly asks/answers questions and/or makes observations that are indicative of reflective practices and critical analysis; discussion is appropriate to the topic, lecture, discussion, and/or assigned readings. Participates in all quick writes, pop quizzes, and/or response requests. (5)	Occasionally asks/answers questions and/or makes observations that are somewhat indicative of reflective practices and some critical analysis; discussion is appropriate to the topic, lecture, discussion, and/or assigned readings. Participates in all but 1 quick write, pop quiz, and/or response request. (3)	Rarely asks/answers questions or makes comments; some familiarity with topic, lecture, or assigned readings. Missing two quick writes, pop quizzes, response requests, or a combination of two. (1)	Never asks/answers questions or makes comments that indicate any familiarity with the topic, lecture, or assigned readings. Misses all quick writes, pop quizzes, and response requests, or more than 3 combined. (0)

Total points possible: 15

Note: I will track your attendance, however, attendance will not be calculated as part of the participation and professionalism grade. As a reminder, students can miss up to two (2) classes before being asked to repeat the course at a later time.

Appendix B

School Culture Analysis Paper Rubric

	5	4	2	0	Score
Introduction	Paper is organized with introductory paragraph(s). Information present related to the type of meeting observed with details of the setting.	Paper is organized with introductory paragraph(s). Some information present related to the type of meeting observed with limited details of the setting.	Paper is somewhat organized with a short introduction. Little information present about setting.	Paper is unorganized. There is no introduction or discussion of the setting present.	
Observations	Observations are discussed and are relevant to the topic. There is supporting documentation present (e.g., citations taken from readings - 3 or more). Attention is given to cultural factors observed.	Observations are somewhat discussed and relevant to the topic. Material is mostly accurate and complete. There is limited supporting documentation present (2 citations). Limited discussion of cultural factors.	Observations are alluded to and somewhat relevant to the topic. Material is incomplete and somewhat inaccurate. There is limited supporting documentation present (1 citation). Little discussion of cultural factors.	Observations are irrelevant to the topic. Material is incomplete and vague at best. There is no supporting documentation. No discussion of cultural factors.	
Conclusion	Conclusion is clear and connections exist between the supporting documentation cited and the student's position derived from the observation.	Conclusion is clear and there is somewhat of a connection between the supporting documentation and the student's position derived from the observation.	Conclusion is somewhat clear, yet there is no connection between the supporting documentation and the student's position.	Conclusion is unclear and there is no connection between the supporting documentation and the student's position.	
APA Formatting & Writing Mechanics	Paper follows APA formatting rules related to title page, running head, font, spacing, quotations, and citations. Excellent command of grammar and writing mechanics. No errors present.	Paper somewhat follows APA formatting rules. Good command of grammar and writing mechanics, minimal errors.	Paper misaligned with APA formatting. Significant amount of errors in grammar and writing mechanics.	Paper completely misaligned with APA formatting, and significant errors in grammar and writing mechanics. Paper is unreadable.	

Total: ____/20

Appendix C

EPC 621 CSU Northridge In-class Presentation Rubric

Presentation Aspects	Score
Clarity	
- Slides are clear and easy to read - Information and points offered are understandable	0 _____ 5
Delivery	
- Presentation organized - Presentation flows nicely - Maintains class engagement - Student does not read directly from slides for entire presentation	0 _____ 5
Creativity & Style	
- Graphics included - Slide arrangement shows creativity - Other presentation aspects speak to creativity - Student uses a presentation platform to communicate information	0 _____ 5
Completed Presentation	0 _____ 5
- Presentation is clear; topic can be discerned - Developmentally appropriate for intended audience	
Completion slip submitted at time of presentation: Yes___ No___	0 _____ 2.5
Time: 5-8 minutes: Yes___ No___	0 _____ 2.5
Total Points Possible: _____ /25 points	

Appendix D

In-class presentation Assignment – Collaborative Presentation Completion Slip

To: Dr. Minton

From: _____ (Site Supervisor Printed Name)

Date: _____

RE: Collaborative Presentation

I, _____, acknowledge that the fieldwork student
(Site Supervisor)

_____ has engaged in a collaborative presentation experience
(Student)

providing a parent training/in-service, or core curriculum classroom lesson(s) at

_____.
(School Name)

Signatures:

Site Supervisor Date

Graduate Student Date

Professor Date

Appendix E

Consultation Case Assignment - Completion Slip

To: Dr. Minton

From: _____ (Site Supervisor Printed Name)

Date: _____

RE: Consultation Case Sessions

I, _____, acknowledge that the fieldwork student
(Site Supervisor)

_____ has been engaged in at least four (4) consultation sessions with
(Student)

a parent, teacher, or administrator at _____ school.
(School Name)

Site Supervisor Date

Graduate Student Date

Professor Date

Appendix F

Consultation Case Assignment – Paper Requirement

- 1) Introduction:
 - a. Description of the consultee(s)
 - i. Who are they (Culture, Age, SES, Employment, etc.)?
 - ii. Provide any pertinent information about background you deem relevant.
- 2) Describe the problem requiring consultation
 - a. Give specific details about the problem; address why it is a problem, including impact.
 - b. Discuss how the problem was identified.
- 3) A description of what happened at each stage of consultation:
 1. The goal of the stage (perceived and actual)?
 2. Role of each party?
 3. What occurred at the meeting?
 4. Where did you meet?
- 4) Discussion about your intervention and baseline / outcome data:
 1. What type of data did you collect? Why was this data relevant?
 2. Identify a SMART goal you created from the intervention. Discuss relevance.
 3. Was there growth? If so, describe; if not, why do you believe there was none?
 4. How effective do you believe your intervention was? (Provide information to substantiate your claims)
 5. Describe any state/national evidence-based curriculum used to promote social/emotional learning of the student.
- 5) A critique of your performance related to proficiency in the following (1-5); include any remarks you may have received from your consultee(s) and/or consultation partner (if present):
 1. Relationship skills
 2. Communication skills
 3. Professional behavior skills
 4. Skills in working with organizations
 5. Problem-solving skills
- 6) Conclusion:
 1. Information about what you would do differently (give examples).
 2. Discussion of what you learned about consultation from this experience.
 3. Information about what you learned about yourself from this experience.

Appendix G

Consultation Case Assignment – Paper Rubric

	5	4	3	2	1	Score
Introduction	Introduction orients reader to what will be discussed in the paper. Clear discussion of who the consultee is, including cultural background information.	Basic introduction, somewhat orients the reader. Clear discussion of who the consultee is, including cultural background information.	Some discussion of who the consultee is, limited information on background.	Limited introduction, no orientation of what the paper is about. Little information provided about who the consultee is, little background information provided. Some cultural background information.	No orienting introduction. No real information about the consultee, and no background information, cultural or otherwise, provided whatsoever.	
Consultation Issue	Clear description of the consultation issue. Information included related to why the issue warrants addressing.	Clear description of the consultation issue. Limited information about why the issue needs to be addressed.	Somewhat clear description of the consultation issue. Information leaves room for questions.	Poor description of the consultation issue. Reader unsure about what is the real issue.	Weak description of the consultation issue.	
Stages of Consultation	Consultation model used during sessions identified. Detailed description of what occurred during each session. Breakdown of goals for each stage of consultation along with roles of every participant at each stage.	Consultation model used during sessions identified. Brief description of what occurred during each session. Some goals reported for some of the stages. Roles for each participant discussed but not for all stages.	Somewhat clear description of the model used during sessions. Brief description of what occurred during each session. Some goals reported, information present about some of the roles of the participants for some stages.	Description of what occurred during consultation sessions present, but no discussion of the consultation model used. One goal reported, and no information present about the roles of the participants during consultation.	Some description of what occurred during sessions, no discussion of consultation model	
Intervention	Clear description of the intervention used, along with discussion as to why it was chosen as the intervention. Discussion about baseline and outcome data present, which ties into the discussion, and in-depth analysis about effectiveness. Includes discussion of SMART goal.	Clear description of the intervention used, but limited information about why it was chosen. Discussion of baseline and outcome data present. Some discussion about effectiveness, but there is room for expansion. Includes discussion of SMART goal.	Description of the intervention used, but there is some difficulty ascertaining why the intervention was chosen. There is some discussion about baseline and outcome data, but it is a little difficult to follow. Some discussion of SMART goal.	The description of the intervention used in unclear and there is no clear link to why it was chosen. Little discussion about baseline and outcome data. Limited discussion of SMART goal, goal is unclear.	The description of the intervention used in unclear and there is no clear link to why it was chosen. There is no discussion about baseline or outcome data. No discussion of SMART goal.	
Critique of Performance	In depth critique of the student's performance related to relationship skills, communication skills, professional behavior skills, skills working with organizations, and problem solving present. Critique showcases student's reflective skills.	In depth critique of 4 out of 5 skills identified. Critique provides depth and showcases student's reflective skills.	Critique of all 5 skills present, but analysis lacks depth, or critique of 3 out of 5 skills present.	Critique of 2 out of 5 skills present.	Critique of only 1 skill present.	
Conclusion	Conclusion summarizes main point of paper, in addition, student addresses all 3 areas listed in assignment prompt.	Conclusion summarizes some points of the paper, however, could be expanded. Student address all 3 areas listed in assignment prompt.	Conclusion summarizes some points of the paper, however, could be expanded. Student addresses at least 2 areas in assignment prompt.	Conclusion summarizes at least one point from the paper. Student addresses at least 2 areas in the assignment prompt.	Conclusion does not summarize paper. Student addresses at least 1 area from the assignment prompt.	
Completion Slip	Completion slip attached.	No Completion slip attached, results in 0 points for this category.				
APA Formatting & Writing Mechanics &	Paper follows APA formatting rules related to title page, running head, font, spacing, quoting, citations, and reference list. Excellent command of grammar and writing mechanics. No errors present.	Paper follows APA formatting rules. Good command of grammar and writing mechanics, minor errors present.	Paper somewhat follows APA formatting rules. Fair command of grammar and writing mechanics. Several errors present.	Paper misaligned with APA formatting. Significant amount of errors in grammar and writing mechanics.	Paper completely misaligned with APA formatting and significant errors in grammar and writing mechanics. Paper is unreadable.	

Total Points: ____/40

EPC 621 INDEX for CTC Standards

Pages on which CTC Standards are Introduced in yellow, Practiced in blue, Assessed in green

SCPE	Introduced	Practiced	Assessed
3.1	12	10	10
3.4	12	9	10
3.6	11	11	10
3.8	12	9	10
5.3	12	9	10
5.11	11	10	10
5.12	11	10	10
5.15	11	9	10
6.4	12	10	10
6.5	12	10	10
6.7	12	9	10
6.8	12	9, 10	10, 10
6.9	12	9, 10	10, 10
6.10	12	9, 10	10, 10
7.7	12	9	10
8.5	12	9	10