



Course Syllabus Semester Year
School Counseling
COUN F46
TBD 4:10-7:10 PM – TBD

Instructor:
E-mail address:
Telephone:
Office:
Office hours:
Audio Call-In:
Video:

Course Description: School Counseling is designed to present school counselors-in-training with an overview of the various elements that make up this professional role. Topics for discussion include: consultation, professional and ethical responsibilities, career guidance, culturally appropriate assessment, and the methods of intervention. In addition, students will be introduced to the components for developing and managing their own school counseling programs. This course combines a mixture of theory with exposure to practitioners in the field and related areas to increase the students' understanding of the role and function of the professional school counselor in today's school.

Prerequisites: COUN F623 Counseling Theories and Applications

Course Objectives: upon completion of this course, students will be able to identify, utilize, and explain the following areas of the counseling profession based on an understanding of the following 2016 CACREP Standards:

1. Strategies for personal and professional self-evaluation and implications for practice (*f.1.k*)
2. Strategies for career development program planning, organization, implementation, administration, and evaluation (*f.4.f*)
3. Theories, models, and strategies for understanding and practicing consultation (*f.5.c*)
4. The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice (*f.8.a*)
5. Identification of evidence-based counseling practices (*f.8.b*)
6. History and development of school counseling (SC *g.1.a*)

7. Models of school counseling programs (SC g.1.b)
8. Models of P-12 comprehensive career development (SC g.1.c)
9. Models of school - based collaboration and consultation (SC g.1.d)
10. Assessments specific to P-12 education (SC g.1.e)
11. School counselor roles as leaders, advocates, and systems change agents in P-12 schools (SC g.2.a)
12. School counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies (SC g.2.b)
13. School counselor roles in relation to college and career readiness (SC g.2.c)
14. School counselor roles in school leadership and multidisciplinary teams (SC g.2.d)
15. Competencies to advocate for school counseling roles (SC g.2.f)
16. Qualities and styles of effective leadership in schools (SC g.2.j)
17. Professional organizations, preparation standards, and credentials relevant to the practice of school counseling (SC g.2.l)
18. Legal and ethical considerations specific to school counseling (SC g.2.n)

Required Texts:

Dahir, C. A., & Stone, C. B. (2016). *The transformed school counselor* (2nd ed.). Belmont, CA: Brooks/Cole. ISBN-10: 1305087275 ISBN-13: 9781305087279

Required Readings/Videos:

- Alaska School Counseling Association (AkSCA). (2007). *Alaska school counseling framework*. Retrieved from: https://education.alaska.gov/tls/SchoolCounselBHlth/docs/ak_school_counseling_framework.doc
- American School Counseling Association. (2004). *ASCA national standards for students*. Alexandria, VA: Author. Retrieved from: http://static.pdesas.org/content/documents/asca_national_standards_for_students.pdf
- American School Counseling Association. (2013). *The ASCA national model: A framework for school counseling programs: Executive summary*. Alexandria, VA: Author. Retrieved from: <http://schoolcounselor.org/ascanationalmodel/media/anm-templates/anmexecsumm.pdf>
- Brennan, L. (2012, September 6). *Data literacy for school counselors: Data, data, data – Steps and tools for planning and using your data*. Retrieved from the North Carolina Department of Public Instruction Wikispace for School Counselors: <http://schoolcounseling.ncdpi.wikispaces.net/file/view/C.+Data+Literacy+for+School+Counselors.pdf>
- Fairbanks North Star Borough School District (FNSBSD). (2009). *Comprehensive counseling program*. Fairbanks, AK: Author. Retrieved from: <http://www.k12northstar.org/cms/lib010/AK01901510/Centricity/domain/1127/curriculum/Counseling/compnslgprogfinal.pdf>
- Fairbanks North Star Borough School District (FNSBSD). (2010). *K-12 career strand: An additional component to the comprehensive counseling program*. Fairbanks, AK: Author. Retrieved from: http://www.k12northstar.org/cms/lib010/AK01901510/Centricity/domain/1127/curriculum/Counseling/k-12careerstrandallcombined_august2010.pdf

- Geltner, J. A., & Leibforth, T. N. (2008). Advocacy in the IEP process: Strengths-based school counseling in action. *Professional School Counseling, 12*(2), 162-165.
- National Center for Youth Issues. (2014, March 18). *NCYI free training - Legal & ethical issues for school counselors with Dr. Carolyn Stone* [Video File]. Retrieved from: <https://youtu.be/WLBhieDhrL4>
- Pierce, L. M. (2015). The use of bibliotherapy with adolescents and their families. *Journal Of Family Psychotherapy, 26*(4), 323-330. doi:10.1080/08975353.2015.1097294
- Sigler, E., & Aamidor, S. (2005). From positive reinforcement to positive behaviors: An everyday guide for the practitioner. *Early Childhood Education Journal, 32*(4), 249-253. doi:10.1007/s10643-004-0753-9
- Vernon, T. (2014). Fostering a social child with Autism: A moment-by-moment sequential analysis of an early social engagement intervention. *Journal Of Autism & Developmental Disorders, 44*(12), 3072-3082. doi:10.1007/s10803-014-2173-z
- Young, A., & Kaffenberger, C. (2011). The beliefs and practices of school counselors who use data to implement comprehensive school counseling programs. *Professional School Counseling, 15*(2), 67-76.

Recommended Texts:

- American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.) Washington DC: American Psychological Association.
- American School Counseling Association. (2013). *The ASCA national model: A framework for school counseling programs* (3rd ed). Alexandria, VA: Author.
- Hatch, T. (2014). *The use of data in school counseling*. Thousand Oaks, CA: Corwin, A Sage Company.

Recommended Web Sites:

- Alaska Department of Education and Early Development – Alaska Standards: <https://education.alaska.gov/akstandards/>
- Alaska School Counselor Association: <http://www.alaskaschoolcounselor.org/>
- American School Counselor Association (ASCA): <http://www.schoolcounselor.org>
- Great Kids – A Parents Guide to Section 504 in Public Schools: <http://www.greatschools.org/gk/articles/section-504-2/>
- PBIS World: <http://www.pbisworld.com/>
- US Department of Education, Office of Civil Rights: <http://www2.ed.gov/about/offices/list/ocr/index.html>

Instructional Methods/Delivery Format:

Student membership consists of both local and audio/video participants. Blackboard will be utilized to post shared documents, external links, discussion board posts, and assignment information. Class session is a combination of didactic and experiential activities. Class time will be spent in lecture/discussion of the course readings and how they might apply to the school counseling setting.

Video Conferencing: It is highly recommended all distance-based students utilize video conferencing. Video conferencing has a system called Pexip that is a very easy video option. There

is no set-up time and nothing to download, so any student can connect to class in this format any time you cannot be there in person. Students log in to the website on their browser and get connected to class. If you get dropped from class for any reason, you can easily get back on the browser and re-login (no need to call videoconferencing as was the past practice). When you are ready to join the conference (our class session), go to: <https://vcs-web.h323.alaska.edu/webapp>

The conference ID is:

The pin is:

If you have any questions or concerns, please do not hesitate to contact video conferencing: from Fairbanks call **907-450-8390**, outside Fairbanks call **1-800-910-9601** or email video@alaska.edu.

Course Evaluation:

Students will be evaluated based on seven major criteria: Class Participation, Journal Critiques, Interview Paper, Curriculum Assignment, Data Project, Group Presentation, and a Comprehensive Counseling Program. All assignments need to be turned in via the Assignments link on blackboard. All papers need to be word-processed, double-spaced, and include a list of references where applicable. Unless stated otherwise, papers must be written in third person and use APA 6th edition style. Students are encouraged to use the Writing Center for assistance. Papers need to be in final form when turned in – papers will not be allowed to be re-done. Whereas well-constructed papers tend to receive higher marks, poorly written papers will receive lower grades (see rubric guidelines).

1. **Class participation:** Attendance and participation in class is required. It is expected that students will come to class prepared – having completed readings and assignments, blackboard discussion posts (see rubric below), and ready to participate in discussion. You will be held accountable for the information in the texts whether it is discussed in class or not. Absence does not relieve a student from the responsibility of completing all assignments prior to the due date, or for material presented in a missed class session. Furthermore, students are expected to be fully present during class, just as you would be fully present for your clients in the future. Therefore, please reserve the sending and receiving of information through texting, e-mailing, etc. for break time or before and after class. If you need to have your phone on during class, please put it on the vibrate setting. Late assignments will not be accepted without prior approval from the instructor, and if accepted will reflect an automatic minimum 10% decrease in grade, which will increase to 50% if the paper is not turned in by the next course date in which the paper was originally due (emergency situations will be considered). Although it is expected students will attend all class sessions, *if a session is missed students are expected to complete a 3-page review of the readings assigned for that session along with their personal reaction – i.e., what stands out most, what questions and/or concerns might you have regarding the topics discussed, what information was most beneficial and what type of information would have been beneficial to include.* The review is due prior to the beginning of the next session after the missed class. Your participation grade will reflect your attendance, your ability to integrate information, adequately discuss your viewpoints, and appropriately respond to feedback. Students should practice thoughtful, considerate, and respectful communication in all interactions with your fellow students and faculty members. **All personal information shared in class, or within the course blackboard site, should be kept confidential.**

Instructors do keep information confidential, but there may be times that other teaching professionals may be consulted if deemed necessary, or may have access to your work for grading purposes. (40 points)

Blackboard Reflections: Reflections on readings assigned will be due no later than *two days prior to class session*. The three (3) assigned posts will need to be at least two-three paragraphs in length and posted on blackboard. Critical reflection and thought on material and in class discussions is required. Each person is required to respond to two other posts with a thoughtful critical thinking response of at least one paragraph, prior to class session.

5 points – Discussion board responses:	0 points – Discussion board responses:
Are made in time for others to read and respond	May not be made in time for others to read and respond
Deliver information that is full of thought, insight, and analysis	Are rudimentary and superficial; there is little evidence of insight or analysis
Make connections to previous or current content or to real-life situations	Contribute few ideas, connections, or applications
Contain rich and fully developed ideas, connections, or applications	May be off topic

2. **Journal Article Critiques:** Students will be responsible for reading two peer reviewed journal articles on any area of school counseling. After reading the article, write a 2 to 3 page synopsis and critique of the article, along with a discussion of how you might utilize the information in your intended specialty area (elementary, middle, high school). Submit a copy of the original article along with the critique to the blackboard assignments link. Students should be prepared to discuss the articles with the class. (25 points each)

Due:

3. **Interview Paper:** Interview a practicing school counselor regarding their role in their setting. Develop a set of questions to help you understand the world the school counselor lives in on a daily basis. For example, what is their regular schedule, what is their philosophy, what curriculum (if any) do they utilize, how do they incorporate career guidance, what concerns/issues arise most often, who do they most often collaborate with and do they participate in support teams meetings (i.e., IEP, 504, PLC, etc.), how do they manage crisis concerns, what journey did they take to get where they are in their career, etc. Write an overview regarding the interview and include a reflection of the experience discussing implications for your own development as a professional school counselor. The paper is to be approximately 5 to 7 pages in length.

(50 points) **Due:**

4. **Curriculum Assignment:** Review the ASCA National Standards, the Alaska School Counseling Framework, and the FNSBSD Comprehensive Counseling Program (or the program from the state in which you intend to work). Read through all the standards, paying

particular attention to the components in the school level with which you hope to work (i.e., elementary, middle, or high school). Write a 2 to 3 page reflection paper regarding what you noticed, questions you have about implementing the standards, interesting things you found, confusing things you found, and how this might affect you as a school counselor.

Additionally, choose one standard/element and complete a lesson plan that could be utilized in your intended specialty area. Be sure to: describe the activity, discuss the goal/objective, include the grade level, time frame, materials needed, procedures, a closure/evaluation, and specifically identify the standard(s) addressed, and include references/resources as appropriate (see Blackboard for an example). These will be presented to the class and shared via blackboard. (60 points) **Due:**

- 5. School Counseling Program Presentation:** Working in groups (minimum of 2 and maximum of 3), students are to design a presentation reviewing a curriculum program utilized in schools. Examples include: Green Dot, Kelsoe's Choice, Reconnecting Youth, Second Step, Speak Up Be Safe, Steps to Respect, Too Good for Drugs, etc. The audience should be presented with an overview of the program including aspects such as: the name, year developed, topic, population/grade level, number of lessons, cultural relevance, feasibility of delivery, affordability, training requirements, evidence of effectiveness, etc. The length of the presentation should be approximately 30 to 45 minutes – use of visuals and class involvement is highly recommended. Groups must email a complete presentation (utilize a visual modality such as PowerPoint or Prezi) to the instructor at least 24-hours in advance to ensure materials are received and are able to be utilized appropriately. Groups will be graded for the most part as a whole group, but 5 points are specific to each individual's ability to present within the group. See the rubric on blackboard for grading specifications. (50 points) **Presentation Dates:**
- 6. Data Project:** Best school counseling practice is always supported with data. This project will be broken into four parts:
- Intentional Guidance: Describe intentional guidance and how it relates to school counseling program development.
 - Types of data: There are 3 types of data school counselors need to collect in order to evaluate and improve their program – Process, Results, and Perception data. Define and give examples of each.
 - Calendars: Creation of yearly, monthly, and weekly calendars is extremely important in data collection. Discuss why they are important and how they fit into data collection. Discuss important things to consider when developing a calendar. Include any other information you feel is relevant to calendar formation.
 - Results Report. A Results Report is an integral part of program improvement through data collection. Describe what a results report should include and be sure to address impact overtime.

Write a paper to respond to each of these areas. Use research citations and examples as appropriate. The entire paper is to be approximately seven to ten pages in length. (50 points)

Due:

7. **Comprehensive Counseling Program:** A good school counseling program should be built around the tenets of the American School Counselors Association (ASCA) National Model. There are four components of the model: foundation, management, delivery, and accountability. Students are to develop a comprehensive counseling program including a sample of various interventions, your job description, copies of all schedules (weekly, monthly, yearly), a chart of how your time is spent, a description of your school including size and make-up of student population and staff (demographics), and how you will set up your office. Discuss how you will incorporate the components of the ASCA National Model and the Alaska School Counseling Program into your plan and how your program may differ from this guide. This assignment is to be of practical use to you (e.g., if you are going to be an itinerant counselor design your program as such). The purpose of the exercise is to demonstrate your understanding of what constitutes the necessary components for a viable school-counseling program. (100 points) **Due:**

Grading: Your course grade will be determined on a point system as follows:

Class Participation	40 points
Journal Critiques	50 points
Interview Paper	50 points
Curriculum Assignment	50 points
Lesson Plan Sharing	10 points
Data Project	50 points
Program Presentation	50 points
<u>Comprehensive Program</u>	<u>100 points</u>
Total	400 points

Grading Scale

372 points and up (93%)	A
360 points to 371 (90-92%)	A-
348 points to 359 (87-89%)	B+
336 points to 347 (84-86%)	B
320 points to 335 (80-83%)	B-
308 points to 319 (77-79%)	C+
296 points to 307 (74-76%)	C
280 points to 295 (70-73%)	C-
268 points to 279 (67-69%)	D+
256 points to 267 (64-66%)	D
240 points to 255 (60-72%)	D-
Less than 240 points	F

Course Policies

Students are required to obtain a university-issued username for use of email and Blackboard. If the university server is not your primary email address, you are expected to set it up so that all emails are forwarded from the university server account. Additionally, students are required to access Blackboard regularly for announcements, documents, and other postings.

Incomplete Grades: An incomplete grade (I) will be assigned only if two conditions have been met. First, the student must have completed the majority of course work, written assignments, presentation, and examinations, and earned a grade of "C" or better. Normally, a grade of "I" will be given only when there has been participation until at least the last three weeks of the semester. Second, documented evidence must be submitted to substantiate the fact that course completion was prevented because of personal problems, such as a medical or family emergency. Failing to complete the course, whether due to negligence or indifference, will result in a grade of "F" unless there has been an official course withdrawal. If an "I" is assigned, completion of all course work is the responsibility of the student. All course work must be completed within one year following the semester that the "I" was given.

Disability Services: Students with a physical or learning disability, who may need academic accommodations, should contact the Disability Services office. UAF Disability Services is located within the Center for Health and Counseling in the Whitaker Building on the corner of Yukon Drive and North Chandalar (Room 208). The accessible entrance is located on North Chandalar Drive. UAF Disability Services can be contacted by telephone (907-474-5655) or e-mail (uaf-disabilityservices@alaska.edu). Once documentation of your disability is received, Disability Services will contact the instructor regarding the necessary accommodations.

Support Services: Writing support services are available on the UAF Campus in the Writing Center, located in 801 Gruening, UAF, 907-474-5314, and on the UAA Campus at the Reading/Writing Center, located in 118 Sally Monserud Hall, UAA, 907-786-6918. Note: to access this Center at UAA, students must register in the English Department (907-786-4355) at a rate of \$12 per semester. Students who are not on the UAA or UAF campus should contact the Center for Distance Education for details regarding support services that are available via distance.

Plagiarism. Plagiarism is representing someone else's ideas and work as your own. Plagiarism includes not only copying verbatim, but also rephrasing the ideas of another without properly acknowledging the source. As you prepare and submit work to meet course requirements, whether a draft or a final version of a paper or project, take great care to distinguish your own ideas and language from information derived from sources. Sources include published primary and secondary materials, electronic media, and information and opinions gained directly from other people.

The University of Alaska Board of Regents has clearly stated in BOR Policy that discrimination, harassment and violence will not be tolerated on any campus of the University of Alaska. If you believe you are experiencing discrimination or any form of harassment including sexual harassment/misconduct/assault, you are encouraged to report that behavior. If you report to a faculty member or any university employee, they must notify the UAF Title IX Coordinator about the basic facts of the incident. Your choices for reporting include: 1) You may access confidential counseling by contacting the UAF Health & Counseling Center at 907-474-7043; 2) You may access support and file a Title IX report by contacting the UAF Title IX Coordinator at 907-474-6600; 3) You may file a criminal complaint by contacting the University Police Department at 907-474-7721.

Class Schedule, Required Readings, Assignment Due Dates

Additional work may be assigned to meet course requirements.

Class Week/ Date	Class Content	Readings	Assignments	CACREP 2016 Standards
1	Course Overview Introductions Working in Today's Schools	Syllabus Dahir Chapter 1		<i>SC g.1.a, SC g.2.l</i>
2	Counseling Theory in Schools	Dahir Chapter 2; Sigler (2005)	Blackboard Post – school counseling over time; Article #1	<i>f.8.a, f.8.b, SC g.1.a</i>
3	Counseling Practice in Schools	Dahir Chapter 3; Pierce (2015)		<i>f.8.b, SC g.1.b, SC g.2.</i>
4	Counselors as Leaders and Advocates	Dahir Chapter 4 and 5	Article #2	<i>f.8.a, SC g.2.a, SC g.2.d, SC g.2.f, SC g.2.j</i>
5	Legal and Ethical Issues for School Counselors	Dahir Chapter 6; NCYI video (2014)	Interviews	<i>f.1.k, SC g.2.l, SC g.2.n,</i>
6	Implementing the ASCA National Model	Dahir Chapter 7; ASCA (2004, 2013)		<i>SC g.1.b, SC g.2.f, SC g.2.l</i>
7	State of Alaska and FNSBSD Comprehensive Counseling Plans	AkSCA (2007); FNSBSD (2009, 2010)	Curriculum Assignment – Lesson Sharing	<i>SC g.1.b, SC, g.1.c, SC g.2.b, SC g.2.l</i>
8	Accountability and Data-Driven Decision Making	Dahir Chapter 8; Brennan (2012); Young (2011)		<i>SC g.1.e</i>
9	Diversity Matters; Working with Special Needs Students	Dahir Chapter 9 & 10; Geltner (2008); Vernon (2014)	Data Project due	<i>f.4.g, f.4.g, f.8.b, SC g.2.b, SC g.2.d</i>
10	Creating a Safe, Supportive, and Respective School Culture/Environment	Dahir Chapter 11	Blackboard Post – creating a positive environment for all	<i>f.8.b, SC g.2.b</i>

11	School Counselors as Consultants	Dahir Chapter 12	Group Presentations	<i>f.5.c, SC g.1.b, SC g.1.d, SC g.2.d</i>
12	Coordinators, Collaborators, and Managers	Dahir Chapter 13	Group Presentations	<i>f.5.c, SC g.1.b, SC g.1.d, SC g.2.b, SC g.2.d</i>
13	All Students College and Career Ready	Dahir Chapter 14	Blackboard Post – career development and postsecondary aspects	<i>f.4.f, SC g.1.c, SC g.2.c</i>
14	Transitioning into the Field of School Counseling	Dahir Chapter 15		<i>SC g.2.l</i>
15	Final Class Discussion		Comprehensive Program due	<i>f.1.k, f.4.f, SC g.1.b, SC g.1.c, SC g.1.d, SC g.1.e, SC g.2.b, SC g.2.c, SC g.2.d, SC g.2.l</i>

Evaluation Component	CACREP 2016 Standard Assessed
Blackboard Posts/Class Discussion	<i>f.4.f, SC g.1.a, SC g.1.b, SC g.1.c, SC g.1.d, SC g.2.a, SC g.2.b, SC g.2.c, SC g.2.d, SC g.2.f, SC g.2.j, SC g.2.l, SC g.2.n</i>
Journal Critiques	<i>f.1.k, f.8.a, f.8.b,</i>
Interview Paper	<i>f.1.k, f.4.f, f.5.c, SC g.1.b, SC g.1.c, SC g.1.d, SC g.2.a, SC g.2.b, SC g.2.c, SC g.2.d, SC g.2.l, SC g.2.n</i>
Curriculum Assignment/Lesson Sharing	<i>f.1.k, f.8.b, SC g.1.b, SC g.1.c,</i>
Data Project	<i>f.8.b, SC g.1.e,</i>
Group Program Presentation	<i>f.8.b, SC g.1.b</i>
Comprehensive Counseling Program	<i>f.1.k, f.4.f, SC g.1.b, SC g.1.c, SC g.1.d, SC g.1.e, SC g.2.b, SC g.2.c, SC g.2.d, SC g.2.l</i>

Course Rubrics

Attendance and Participation

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
ATTENDANCE	Is often late for class and leaves early without prior arrangement.	Misses no more than one class without prior arrangement. Is never late and does not leave early without prior arrangement.	Attends all classes. No missed classes without prior arrangement.	Attends all classes. No missed classes without prior arrangement. Engages other students before and after class and during breaks.
LARGE GROUP PARTICIPATION	Does not ask questions or make comments that indicate familiarity with class topics.	Rarely asks questions or makes comments that indicate familiarity with the class topics.	Occasionally asks questions or makes comments that indicate reflection and familiarity with the class topics.	Regularly asks questions or makes observations that indicate reflection and familiarity with the class topics.
SMALL GROUP PARTICIPATION	Does not participate actively in small groups.	Rarely participates actively in small groups.	Participates in small groups.	Actively participates in small groups and is adequately prepared to discuss the class topics.
BLACKBOARD PARTICIPATION	Does not open Blackboard to access information.	Rarely opens Blackboard to access information.	Regularly uses Blackboard to enhance the classroom experience.	Actively uses Blackboard to enhance the classroom experience.
COUNSELING SESSIONS	Misses one or more counseling sessions and/or does not come prepared to sessions with previous paperwork/prep completed (e.g. Inventory required not completed)	Completes all counseling sessions, but does not adequately engage in sessions as the counselor and client.	Completes all counseling sessions, completing all paperwork and prep, and engages adequately with partner as the counselor and the client.	Completes all counseling sessions, completing all paperwork and prep, and engages exceptionally with partner as the counselor and the client.

Papers

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
CLARITY	The paper is incomprehensible even after repeated readings.	Most of the paper is comprehensible, but some passages require interpretation by the reader. Some passages have poor organization.	The paper is comprehensible, but there are a few passages that are difficult to understand. The organization is generally good.	The paper is easy to understand; it is concise and well organized.
GRAMMAR	The paper has many grammatical errors. The errors interfere with comprehension.	The paper has a number of major grammatical errors. Some of the errors interfere with comprehension.	The paper has a few major grammatical errors, but the errors do not significantly interfere with comprehension.	The paper has no major grammatical errors.
AUDIENCE	There is little evidence of writing for scholar/practitioners; much of the paper includes colloquial expressions, use of first person, etc.	Many parts of the paper include colloquial expressions, the use of first person, etc.	The paper is generally written for scholar/practitioners, but it includes some colloquial expressions, the use of first person, etc.	The paper is written for scholar/practitioners.
COMPLETENESS	The paper does not address all the areas required by the assignment.	The paper addresses most of the areas required by the assignment.	The paper addresses all of the areas required by the assignment.	The paper addresses all of the areas required by the assignment in an engaging manner.
CONCISENESS	The paper presents a significant amount of irrelevant information.	The paper contains some irrelevant information.	The paper contains irrelevant information but the information does not significantly compromise the paper.	The paper has no irrelevant information.
APA FORMATTING	The paper has many departures from the APA Publication Manual, 6 th Edition.	The paper has some departures from the APA Publication Manual.	The paper has a small number of departures from the APA Publication Manual.	The paper is written in accordance with the APA Publication Manual.

Class Presentation

	Unsatisfactory	Basic	Proficient	Distinguished
KNOWLEDGE OF MATERIAL	The presenters appear to lack a basic understanding of the topic.	The presenters have a basic understanding of the topic.	The presenters have a very good understanding of the topic.	The presenters have an excellent understanding of the topic and include extra information in the presentation.
AUDIENCE ENGAGEMENT	The audience is not engaged and appears bored during the presentation.	The audience is minimally engaged, paying attention at times and not paying attention at other times.	The audience is engaged throughout the presentation.	The audience is actively engaged and appears to enjoy the presentation.
PRESENTER PARTICIPATION	Some members of the presentation team do not appear to participate.	All members of the presentation team participate, but some are not as involved as others.	All member of the presentation team participate equally.	All members of the presentation team present equally and the members appear to work as a team.
USE OF TEACHING TOOLS	Only one teaching tool is used.	More than one teaching tool is used but there is a lack of cohesion between the two tools.	Two or more teaching tools are used together effectively.	Two or more teaching tools are used together with a high level of audience response.
COLLABORATION	Collaboration is not evident between partners, with little to no cohesion and preparedness.	Collaboration is less than adequate between partners, with little cohesion and preparedness.	Collaboration is adequate between partners, with cohesion and preparedness.	Collaboration is exceptional between partners, with advanced cohesion and preparedness.