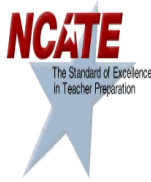**ST. BONAVENTURE UNIVERSITY**
SCHOOL OF EDUCATION
COUNSELOR EDUCATION PROGRAM

SEMESTER & LOCATION: Fall 2017
PROFESSOR: Barbara C. Trolley, PhD, CRC, Professor
PHONE #:716-646-1500   **E-MAIL**   **ADDRESS:**
btrolley@sbu.edu
OFFICE HOURS:

A. COURSE NUMBER & TITLE: CE 510: Introduction to the Profession of Counseling

B. TEXTS:
Gladding, S.T. (2013). *Counseling: A comprehensive profession (7th Ed.).* Upper

        Saddle River, NJ: Merrill Prentice Hall Publishers.
        ISBN-13: 978-0132657976/ISBN-10: 013265797X

C. CREDIT HOURS: 3 graduate credits.

D. APPROVED COURSE DESCRIPTION: To acquaint students with the field of counseling. This is the introductory graduate course in counseling in which is provided a general overview and survey of the profession. Roles and responsibilities of counselors across a variety of settings will be examined. Ethical codes and legal statues in the counseling field will be addressed.

E. PREREQUISITES: None.

F. PROGRAM GOALS:
1.Counselor Education graduates will demonstrate knowledge in the core and relevant specialty areas of counseling as established by the Council for Accreditation of Counseling and Related Educational Programs. 2.Counselor Education graduates will be able to demonstrate competency in facilitating cognitive/behavioral change using evidence-based treatment/educational planning and counseling skills in various settings. 3. Counselor Education graduates will demonstrate the professional knowledge, skills, and dispositions necessary within their specialty counseling context.

G. LEARNING OBJECTIVES/STUDENT LEARNING OUTCOMES: Learning objectives and outcomes will follow the conceptual framework developed by the School of Education, which outlines three framework goals and learner outcomes including demonstrating professional competence, utilization of knowledge skills and values of the university's community and the

more global and professional community. The codes represent CACREP objectives, as well as program goals.

*The overall goal of this course is to give students a basic knowledge of, and foundation in, the counseling field. Students will be introduced to a gamut of topics which will provide them with a general orientation to professional counseling and ethical practice. These topics will be explored in greater depth in subsequent courses.

*Specific course objectives include educating students as to the:

OBJECTIVES/STUDENT LEARNING OUTCOMES	CACREP	PROGRAM GOALS
History and philosophy of the counseling profession and its specialty areas	2F1a.	G3
The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and inter-organizational collaboration and consultation	2F1b.	G3
Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	2F1c.	G3?
The role and process of the professional counselor advocating on behalf of the profession	2F1d.	G3
Professional counseling organizations, including membership benefits, activities, services to members, and current issues	2F1e.	G3
Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues	2F1f.	G3
Current labor market information relevant to opportunities for practice within the counseling profession	2F1g.	G3
Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	2F1h. .	G1,3
Technology's impact on the counseling profession	2F1i.	G3
Strategies for personal and professional self-evaluation and implications for practice	2F1j.	G3
Self-care strategies appropriate to the counselor role	2F1k.	G3
The role of counseling supervision in the profession	2F1l.	G3

Knowledge/Skills/Dispositions: The NCATE knowledge, skills and dispositions [see Appendix II] are discussed in this course.

H. FIELD EXPERIENCES: None.

I. COURSE REQUIREMENTS

ASSIGNMENT MEASURES	CACREP OBJ
QUIZZES (25% of Grade) • There will be 4 take home, open book quizzes based on the readings [see k Calendar/Outline] • These quizzes must be **individually** completed. • A word document of all the quizzes is posted on Moodle; students may print this off and answer questions without time limits. • However, all quiz answers must be submitted on Moodle and in the format requested: 4 Quizzes make up the Headings across the top [e.g., Quiz 1, Quiz 2 etc.]. For each quiz, numbers 1 to 25 will be listed vertically and the letter response for each question recorded. • Quiz material is taken from the Gladding text readings based on the assigned chapters for that week. • **Due Date:**	**2F1a-l**

CRITICAL REVIEW OF THE PROFESSION (25% of Grade)
Counseling Examples: Students will select 8 examples related to their specific counseling field (mental health or school or rehabilitation). Examples may be taken from, e.g., the newspaper, professional/lay magazines/books, TV reports/shows, case conferences, personal contacts.
• Non-pictorial examples are to be summarized in one paragraph.
• For each example:
  o Describe the example
  o State your positive/negative reactions to each example
  o Share constructive improvements of the example
  [**Please use headings for each of the above 3 areas**]
• Outside references are not required but may be used. **Text concepts need to be integrated throughout.**
Self-Reflection: At the end of the review, please, in one to two pages:
  o Summarize your what you have learned, and
  o Describe how you might advocate for changes in the perception of counseling
• **Due Date**:
• **Reviews are graded** on:
  o The diversity of examples {topics}
  o The diversity of sources from which they were obtained
  o Level of analyses
  o Organization {headings, table of contents, example numbering}
  o Inclusion of text concepts
  o Creativity
  o Thoroughness
  o Overall presentation	

	2F1a-l

COUNSELING PAPER (25% of the Grade)
 	
 • **Paper Content:**
 Students will complete a typed, APA formatted paper based on:
 o Interviews with practicing counselors
 o Counseling Philosophy
 o Review of the Literature
 • **Interviews:**
 o Interview 2 counselors in your field with diverse demographics
 o In-person contacts are preferred; phone contacts are permitted
 o Interview questions are presented on the recording sheet in a separate handout
 • **Counseling Philosophy:**
     o Questions for self-reflection are also presented in a separate handout
 • **Review of the Literature:**
 o Review a minimum of 6 professional journal articles related to topics addressed
 o Journal articles must not be older than 2010.
 o Integrate citations from these articles in **each section** of the paper
 o Include references from the Gladding text in **each section** of the paper
 • **Paper Format:**
     o Organization [Use Headings for each of the following areas]
     o Introduction – 1 paragraph
     o Brief overview of counselor demographics [preserve
     o confidentiality]
     o Compare and contrast counselor responses for each question & add your own thoughts for each question
     o Summary of what you have learned – 1 or 2 paragraphs
     o Your Philosophy of Counseling – 1 page
     o Reference List
     o Interview Response Forms [responses do not have to be verbatim]
 • **APA Style**
 o It is strongly suggested that you purchase the APA Manual [listed in the references] and consult the following websites:
 o http://apastyle.org/
 o http://owl.english.purdue.edu/owl/section/2/10/
 • **Due Date:**
 • **Papers are graded on:**
 o Clarity
 o Organization
 o Level of analyses; Critical Thinking
 o Thoroughness
 o Integration of text concepts
 o Choice and integration of literature	

COUNSELING IDENTITY AND ORIENTATION MINI-WORKSHOPS (25% of	

Grade)

- **Peer Dyads/Triads:** Students will self-select 1-2 peers with whom they will work.
- **Workshop Length, Content & Format:**
  - Presentations are to be 30 minutes in length
  - Dyads will select a topic in counseling of interest. The Gladding text and the paper questions are good resources from which to choose a topic.
  - Students are STRONGLY encouraged to pick an aspect of counseling with which they are least familiar with and are interested in learning more about it.
  - A Power Point to be loaded on Moodle **the day before** the presentation is required. It is to include:
    - An overview/definition of the topic and why is it important.
    - 5 key points that are critical to teach new counselors in training about this topic;
    - Tools and resources.
  - Gladding may be used as foundation for the power point. However, the content of the presentation must include material beyond Gladding; e.g., outside references, resources [community, online, etc].
  - **Audience participation is essential**. Presentation formats may include lectures, debates, simulations, role lays, A-V materials, and/or small group activities. Outside speakers should be avoided due to the limited timeframe of the workshop.
- **Workshop Handouts:**

  On the day before the presentation, each group will upload:
    Power Point
    Workshop brochure they have created
    3 Counseling Resource Handouts tied to their presentation topics
  On the day of the class, dyads will distribute a hard copy of a:
    Presentation Evaluation Form (created by presenters)
- **Due Date**:
- **Mini-workshops are graded on**:
  - Content
  - Application
  - Organization
  - Audience Participation
  - Creativity

A team grade is given; therefore, team involvement is essential!

EXPERIENTIAL GROUP

a. All students enrolled in the group class will engage in a ten-week experiential group (note, cohort group will begin session prior to groups class; i.e. run across the semester)

b. The group will meet for a period of ten weeks, involving 60 minute sessions. These sessions will start in CE 510 Introduction to the Profession of Counseling for students at the Buffalo Center. c. Students will identify one professional development goal and address it, as well as have an opportunity to be the leader of the group once during the course of the group. d. The philosophy and assumptions underlying this group are: ✓ Self-understanding is a prerequisite to helping others. ✓ Professional preparation involves not only academic work but professional introspection & development. ✓ Fundamental counseling skills may be enhanced in mentoring situations Empathy exists among students who are starting their academic journey together.	
ATTENDANCE & PARTICIPATION Student class attendance will be considered in the final grading process. Note, students missing more than 1/5th of the classes may not pass the course. It is also expected that students will consistently positively contribute to class discussions, and have completed course readings prior to class. No participation or negative participation will adversely affect the final grade. Due to the 5-week nature of the course, any student missing one weekend of class {which needs to be approved by instructor prior to the weekend missed and based on legitimate reasons} will automatically be downgraded a half a grade. Students who miss one weekend wishing to maintain their grade point average will possibly have the option to complete an extra assignment. Attendance & participation will be considered in final grading process.	

Signifies core standard evaluation assignment.

J. EVALUATION PROCEDURES/GRADING
Graduate Grading Policy – School of Education

Grade Value	Indicator
A = 100-95	Demonstrates a superior application and connection of knowledge and skills through analysis and synthesis of research and professional practice.
A- = 90-94	Demonstrates a superior application and connection of knowledge and skills through evaluation and analysis.
B+ = 89-86	Demonstrates a thorough and effective application and connection of knowledge and skills through analysis and synthesis of research and professional practice.
B = 85-80	Demonstrates consistent application and connection of knowledge and skills through analysis and synthesis of research and professional practice.
C = 79-75	Demonstrates an inconsistent level of application and connection of knowledge and skills through analysis and synthesis of research and professional practice.

F = < 75	Fails to demonstrate a basic application and connection of knowledge and skills through analysis and synthesis of research and professional practice.
P	Passing grade for field experience/practicum.
F	Failing grade for field experience/practicum.

K. CALENDAR/OUTLINE:

Week	Readings	Topics	CACREP
1	ACA Ethical Codes	Ethics	2F1g.
2	1, 2	**Historical & Professional Foundations of Counseling:** History & Trends in Counseling Personal & Professional Aspects of Counseling	2F1a,f,g, j-m
3	3, 4	Ethical & Legal Aspects of Counseling Counseling in a Multicultural Society	2F1d,e,i
4	5, 6	Counseling with Diverse Populations **Counseling Processes & Theories:** Building a Counseling Relationship	2F1d,e,i 2F1a,k
5	7, 8	Working in a Counseling Relationship Closing Counseling Relationships	2F1a,k
6	9	Psychoanalytical, Adlerian, & Humanistic Theories of Counseling	2F1a.
7	10	Behavioral, Cognitive, Systemic, Brief and Crisis Theories of Counseling	2F1a.
8	11, 12	**Counseling Activities:** Groups in Counseling Consultation	2F1a.
9	13, 14	Evaluation & Research Testing, Assessment & Diagnosis in Counseling	2F1a.
10	15, 16	**Counseling Specialties:** Career Counseling Marriage, Couple & Family Counseling	2F1a.
11	17, 18	College Counseling & Student-Life Services School Counseling	2F1a,b.
12	19, 20	Abuse, Addiction, Disability; Rehabilitation Counseling Clinical Mental Health, Trauma & Private Practice Counseling	2F1a,b.
13	Workshop Presentations		
14	Workshop Presentations		
15	Wrap Up		

L. ADDITIONAL COURSE INFORMATION:
Conceptual Framework. This course promotes the 'conceptual framework' of the SBU School of Education ('Educator as Connector').
'Knowledge' (Quizzes, Paper, Workshops, Critical Reviews)

'Integrity' (Review of Ethical and Professional Codes and Issues; Professional Organization Membership & Speakers)

'Community' (Counselor Interviews; Critical Reviews).

School of Education Attendance Policy. "Attendance is required and critical for success. It is the student's professional responsibility to attend classes, produce quality work, and adhere to the ethics of the profession. Courses may contain content that cannot be made up if classes are missed. Failure to attend all classes may result in lowered grades or failing the course.

Instructors have the responsibility for monitoring attendance and determining the effect of attendance on course grades and will inform students of their specific attendance requirements."

Technology. This course fosters the 'technology' of the SBU School of Education through the use of technology assisted lectures, power point presentations, use of web resources.

Diversity. This course fosters the 'diversity' objective of the School of Education via the following activities: involvement in a comprehensive developmental counseling program for all students, lecture presentations on this topic, recognition of diverse learning styles within the classroom, respect for diverse opinions and beliefs shared within course discussions, encouragement of students to interview community counselors with diverse demographics.

Academic Honesty. Academic dishonesty is inconsistent with the moral character expected of students in a university committed to the spiritual and intellectual growth of the whole person, and with the ethics of the teaching profession. It also subverts the academic process by distorting all measurements. It is a serious matter and will be dealt with accordingly. A list of unacceptable practices,, penalties to be assigned, and procedures to be followed in the prosecuting of cases of alleged academic dishonesty may be found in the Student Handbook. Students should familiarize themselves with these very important provisions of the handbook.

ADA Statement. Students with disabilities who believe that they may need accommodation in this class should contact the Disabilities Support Services Office, Doyle Room 26, at 375-2065, as soon as possible to ensure that such accommodations are implemented in a timely fashion. The instructor should also be informed on or before the first day of class.

Method of Instruction. Lectures, discussion of required readings, small group application of theoretical material, class presentations and guest speakers will all be utilized.

Syllabus Change. This syllabus may be subject to change.

M. RECOMMENDED READINGS:

Allen-Meares, P. & Fraser, M. (2004). *Intervention with children and   adolescents: An*

interdisciplinary perspective. Upper Saddle River, NJ: Pearson Education, Inc.

American Psychological Association (2009). *Publication manual of the American Psychological*

Association. Washington, DC: Author.

Anderson, R.S. & Reiter, D. (1995). The indispensable Counselor. *The School Counselor, 42,* 268-

276.

Baker, S. (2003). *School counseling for the twenty-first century (4th Ed.).* NJ: Prentice Hall.

Baird, B. (2001). *The internship, practicum and field placement handbook (2ndEd.).* Upper

Saddle River: Prentice-Hall.

Barr, R. & Parrett, W. (2001). *Hope fulfilled for at-risk and violent youth: K-12 programs that work.*

Boston, MA: Allyn & Bacon.

Borders, L.D. & Drury, S.M. (1992). Comprehensive school counseling programs: A review for

policymakers and practitioners. *Journal of Counseling and Development, 70*, 487-498.

Boylan, J., Malley, P. & Reilly, E. (2001). *Practicum & internship: Textbook and resource Guide for*

counseling and psychotherapy (3rd Ed.). Philadelphia, PA: Brunner- Routledge.

Bradley-Johnson, S. & Johnson, M.(-). *A handbook for writing effective psycho   educational*

reports. Texas: Pro-Ed.

Brill, N. & Levine, J. (2002). *Working with people: The helping process.* Boston, MA: Allyn & Bacon.

Claywell, G. (2001). *The Allyn & Bacon guide to writing professional portfolios.* Boston, MA: Allyn

& Bacon.

Cobia, D. & Henderson, D. (2003). *Handbook of school counseling*. Upper Saddle River, NJ:

    Pearson Education, Inc.

Coll, K.M. & Freeman, B. (1997). Role conflict among elementary school counselors: A National

    comparison with middle school and secondary school counselors. *Elementary School*

    Guidance and Counseling, 31, 251-261.

Dagley, J.C. (1987). A new look at developmental guidance: The hearthstone of school

    counseling. *The School Counselor, 35*, 102-109.

Davis, T.E. & Osborn, C.J. (2000). *The Solution-focused school counselor*. Ann Arbor, MI:

    Accelerated Development.

Dingman, R. & Weaver, J. (2003). *Days in the lives of counselors.* Boston, MA: Allyn & Bacon.

Dollarhide, C. & Saginak, K. (2003). *School counseling in the secondary school: A comprehensive*

    process and program. Boston, MA: Allyn & Bacon.

Egan, G. (2007). *The Skilled Helper* (8th edition). Monterey, CA: Brooks/Cole-Thomson.

Meier, S.T. & Davis, S.R. (2001). *The Elements of Counseling*. Belmont, CA: Brooks/Cole.

Erfprd, B. (2003). *Transforming the school counseling profession.* Upper Saddle River, NJ:

    Prentice-Hall.

Erk, R. (2004). *Counseling treatment for children and adolescents with DSM-IV-TR disorders.*

    Upper Saddle River, NJ: Pearson Education, Inc.

Fischer, L. & Sorenson, G. (1996). *School law for counselors, psychologists, social workers* (3rd

    Ed.). Y, NY: Longman Publishers.

Fuller, M. & Olsen, G. *(1998). Home-school relations: Working successfully with parents and*

    families. Boston, MA: Allyn & Bacon.

Geroski, A.M., Rodgers, K.A., and Breen, D.T. (1997). Using the DSM-IV to enhance collaboration

among school counselors, clinical counselors, and primary care physicians. *Journal of

Counseling and Development, 75,* 231-239.

Gladding, S. T. (2001). *The counseling dictionary: Concise definitions of frequently used terms.*

Upper Saddle River, NJ: Merrill Prentice Hall Publishers.

Glicksen, M. (2004). *Violent young children*. Upper Saddle River, NJ: Pearson Education, Inc.

Gysbers, N.C. & Henderson, P. (1988). *Developing and managing your school counseling

program.* Alexandria, VA: American Association for Counseling and

Development.

Gysbers, N.C., Hughey, K.F., Starr, M., & Lapan, R.T. (1992) Improving school guidance programs:

A framework for program, personnel, and results evaluation. *Journal

of Counseling and Development, 70,* 565-570.

Hackney, H. & Cormier, S. (2001). *The professional counselor (4th Ed).* Boston, MA: Allyn & Bacon.

Hargens, M. & Gysbers, N.C. (1984). How to remodel a guidance program while living it: A case

study. *The School Counselor, 32,* 119-125.

Jongsma, A., Patterson, L. & McGinnis, W. (2000). *The child OR adolescent OR adult

psychotherapy treatment planner (2nd Ed.).* NY, NY: Wiley Press.

Lane, K., Gresham, F. & Shaugnessy, T. (2002). *Interventions for children with or at risk for

emotional and behavioral disorders.* Boston, MA: Allyn & Bacon.

Lawson, D.M., McClain, A.L., Matlock-Hetzel, S., Duffy, M., and Urbanovski, R.(1997). School

families: Implementation and evaluation of a middle school prevention program.

 Journal of Counseling and Development, 76, 82-89.

McLaughlin, M. (1990). Developing and implementing a developmental guidance program in a

small, one-counselor elementary school. *The School Counselor, 37*.

Meier, S. & Davis, S. ((2005). *The elements of counseling (5th Ed.). Belmont, CA: Thomson Publishers.*

Morganett, R. S. (1990). *Skills for living: Group counseling activities for young adolescents*. Champaign, IL: Research Press.

Myrick, R.D. (1987). *Developmental guidance and counseling: A practical approach.* Minneapolis, MN: Educational Media Corporation.

Myrick, R.D. (1989). Developmental guidance: Practical Considerations*. Elementary School Counseling and Guidance, 24*, 14-20.

NYSSCA. (1993). New York State Comprehensive Developmental School Counseling Model. NY, NY: Author.

Payne, R. (1998). *A framework for understanding poverty.* Highlands, TX: RFT Publishing Co.

Ramer, B. (1990). Are counselors necessary? *The New York Counselor, 4*, 1+.

Schmidt, J. (1999). *Counseling in schools: Essential services and comprehensive programs (3rdEd.).* Boston, Mass: Allyn & Bacon.

Russell-Chapin, L. & Ivey, A. (2004). *Your supervised practicum and internship: Field resources for turning theory into practice.* Belmont, CA: Thomson Publishers.

Staley, W.L. & Carey, A.L. (1997). The role of school counselors in facilitating a quality twenty-first century workforce*. The School Counselor, 44*, 377-383.

Stone, L. & Bradley, F. (1994). *Foundations of elementary and middle school counseling.* White Plains, NY: Longman Publishers.

Thompson, R. (2002). *School counseling: Best practices for working in the schools*. NY, NY: Brunner-Rutledge.

Timberlake, E. & Cutler, M. (2001). *Developmental play therapy in clinical social work.* Boston, MA: Allyn & Bacon.

Vernon, A. (1999). *Counseling children and adolescents (2nd Ed.).* Denver, Colorado: Love

Publishing Company.

Vernon, A. (1989). *Thinking, feeling, behaving: An emotional education curriculum for children,*

grade 1-6/adolescents. Champaign, Illinois: Research Press.

Welfel, E. & Patterson, L. (2005). *The counseling process: A multitheoretical integrative*

approach. Belmont, CA: Thomson Publishers.

Whiston, S.C. & Sexton, T.L. (1998). A review of school counseling outcome research. *Journal of*

Counseling and Development, 76, 412-426.

Zwiers, M. & Morrissette, M. (1999). *Effective interviewing of children: A comprehensive Guide*

for counselors and human service workers. PA: Accelerated Development.

APPENDIX

I.   **Evaluation Rubrics**
       a.   **CROP Evaluation**
       b.   **Workshop Evaluation**
       c.   **Paper Evaluation**
       d.   **Experiential Group Evaluation**
II.   **School of Education Knowledge, Skills and Dispositions**

Ia. CROP Evaluation

Name:

RATING	RATING	DEFINITION
Outstanding	1	Exceeds required expectations in at least one or more areas; extremely well organized and written
Excellent	2	Meets all of the required expectations in a thorough manner, well written and organized
Above Average	3	Meets the majority of expectations except for one area OR Meets all the maximum expectations but has organizational, editorial issues
Very Good	4	Meets the majority of expectations except for one area AND has organizational, editorial issues OR Meets the majority of expectations except for two areas
Average	5	Addresses all the expectations briefly AND/OR has significant editorial and organizational issues
Below Average	6	Missing components of the assignment AND/OR is extremely poorly written

Expectations:

Diversity of examples	1	2	3	4	5	6
Diversity of sources	1	2	3	4	5	6
Level of analysis	1	2	3	4	5	6
Organization/Format	1	2	3	4	5	6
Creativity/Extras	1	2	3	4	5	6

Comments:

Grade:

Names: **Topic:**

RATING	RATING	DEFINITION
Outstanding	1	Exceeds required expectations in at least one or more areas; extremely well organized and written
Excellent	2	Meets all of the required expectations in a thorough manner, well written and organized
Above Average	3	Meets the majority of expectations except for one area OR Meets all the maximum expectations but has organizational, editorial issues
Very Good	4	Meets the majority of expectations except for one area AND has organizational, editorial issues OR Meets the majority of expectations except for two areas
Average	5	Addresses all the expectations briefly AND/OR has significant editorial and organizational issues
Below Average	6	Missing components of the assignment AND/OR is extremely poorly written

Expectations:

Presenters' Style	1	2	3	4	5	6
Presenters' Team Involvement	1	2	3	4	5	6
Audience Involvement	1	2	3	4	5	6
Content	1	2	3	4	5	6
Format	1	2	3	4	5	6
Materials [Brochure, Eval, Handouts]	1	2	3	4	5	6

Comments:

Grade:

Name:

RATING	RATING	DEFINITION
Outstanding	1	Exceeds required expectations in at least one or more areas; extremely well organized and written
Excellent	2	Meets all of the required expectations in a thorough manner, well written and organized
Above Average	3	Meets the majority of expectations except for one area OR Meets all the maximum expectations but has organizational, editorial issues
Very Good	4	Meets the majority of expectations except for one area AND has organizational, editorial issues OR Meets the majority of expectations except for two areas
Average	5	Addresses all the expectations briefly AND/OR has significant editorial and organizational issues
Below Average	6	Missing components of the assignment AND/OR is extremely poorly written

Expectations:

Clarity & Organization	1	2	3	4	5	6
Level of analyses; Critical Thinking	1	2	3	4	5	6
Thoroughness	1	2	3	4	5	6
Integration of text concepts	1	2	3	4	5	6
Choice and integration of literature	1	2	3	4	5	6

Comments:

Grade:

	T-Target	A-Adequate	I-Inadequate	No Evidence
D2. Candidate demonstrates professionalism in interactions, appearance, and behaviors.	Candidate is dressed professionally casual; and responds in an open-ended manner & uses language that is appropriate [e.g., avoids slang, jargon] throughout the presentation	Candidate is dressed professionally casual; and responds in an open-ended manner & uses language that is appropriate [e.g., avoids slang, jargon] throughout the majority of the presentation [75% of the time]	Candidate is dressed unprofessionally casual; and/or does not respond in an open-ended manner & uses language that is inappropriate [e.g., avoids slang, jargon] throughout the majority of the presentation	
D3. Candidate is receptive to feedback.	Candidate is able to summarize feedback given without resistance [e.g. disagreement]and adds at least one additional element to consider	Candidate is able to summarize feedback given without resistance [e.g. disagreement]	Candidate is unable to summarize feedback given	
D4. Candidate works as an active part of a learning community. that recognize commonalities while affirming diversity in all its forms.	Candidate gives every group member an opportunity to speak and respects each opinion without critical comments	Candidate gives most group members [75%] an opportunity to speak and respects each opinion without critical comments OR Candidate gives every group members an opportunity to speak and respects most opinions but makes a critical comment	Candidate does not give most group members [75%] an opportunity to speak and/or does not respects each opinion and makes more than one critical comment critical comment	

Additional Feedback:

Conceptual Framework Outcomes
K1. Candidate uses content knowledge and strategies for short- and long-term planning activities appropriate to the professional discipline.
K2. Candidate considers learner or client and environmental characteristics when planning activities.
K3. Candidate uses research and evaluation findings to guide critical thinking when working with learners and clients.
S1. Candidate communicates effectively in speech and writing with students or clients, administrators, parents, and other stakeholders in the educational process.
S2. Candidate uses technology appropriately and effectively for professional work (communication, collaboration, and production).
S3. Candidate uses appropriate assessment tools and techniques to inform practice.
D1. Candidate uses reflection to improve professional practice.
D2. Candidate demonstrates professionalism in interactions, appearance, and behaviors.
D3. Candidate is receptive to feedback.
D4. Candidate works as an active part of a learning community.
D5. Candidate demonstrates respect for the dignity and worth of individuals.
D6. Candidate creates effective learning environments that recognize commonalities while affirming diversity in all its forms.

COURSE: CE 510 _____   OR   CE 550 _____

II.KSD's