

*Prepared, Able and Responsive*

**AUGUSTA STATE UNIVERSITY**  
**College of Education**  
**Department of Educational Leadership Counseling and Special Education**  
**Counselor Education Program**

**Fall 2009**

**COURSE TITLE:** COUN 6820 ADMINISTRATION AND CONSULTATION  
COUNSELING  
**CREDIT:** 3 semester hours (3-0-3)  
**PREREQUISITES:** Admission to the Counselor Education Program and COUN 6780  
School Counseling

**CLASS MEETING:** Wednesday, 5:00-9:00 p.m. in Classroom UH 314  
**CLASS DATES:** October 14, 21, and 28; November 4, 11, and 18; December 2 and 9

**INSTRUCTOR:** **Paulette M. Schenck, PhD, CSC, Assistant Professor**  
Office: 706-729-2444 Office Fax: 706-667-4490  
Office: UH 322 Email: pschenck@aug.edu  
Office hours: Mon/Tues/Wed 1-4:30 pm or by appointment

**COURSE DESCRIPTION:**

This is a didactic/experiential course providing beginning counselors with the knowledge necessary to: 1) develop and administer a comprehensive counseling program in school or community settings, and 2) develop the skills necessary to function as a consultant in psycho-educational and organizational settings.

**TEXTBOOK REQUIREMENTS:**

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

American School Counselor Association (2003). *The ASCA national model: A framework for school counseling programs* (2nd ed.). Alexandria, VA: Author. (ISBN 1-929289-02-2)

American School Counselor Association (2004). *The ASCA national model workbook*. Alexandria, VA: Author. (ISBN 1-929289-04-9)

Devoss, J. A. & Andrews, M. F. (2006). *School counselors as educational leaders*. Boston, MA: Houghton Mifflin Company. (ISBN 0-618-56793-3)

Parson, R. D. & Kahn, W. J. (2005). *The school counselor as consultant: An integrated model for school-based consultants*. Belmont, CA: Thomson Brooks/Cole. (ISBN 0-534-62865-6)

## *Prepared, Able and Responsive*

### **LIVETEXT:**

All students admitted to degree programs in the College of Education are required to purchase *LiveText* software through the ASU bookstore. *LiveText* is an electronic, web-based data management service that allows students and faculty to create, store, and publish documents online using a word-processing format. All students will upload assignments, their portfolio, and other required documents into *LiveText*. *LiveText* works better with the Mozilla Firefox browser rather than Internet Explorer. Students may Google Mozilla Firefox and download it to their computers.

### **COURSE OBJECTIVES:**

Upon completion of this course, and within a multicultural framework, the student will be able to develop an understanding and ability to apply knowledge, skills, and professional dispositions related to:

1. ethical and legal considerations.
2. roles, functions, settings and professional identity of school counselor in relation to the roles of other professional and support personnel in the school.
3. professional organizations, preparation standards and credentials relevant to the practice.
4. current models of school counseling programs (ASCA) and their integral relationship to the total educational program.
5. effects of (a) typical growth and development (b) health and wellness (c ) language, (d) ability level, (e) multicultural issues and (f) factors of resiliency of student learning and development.

In addition, upon completion of this course students will demonstrate the ability to:

1. apply and adhere to ethical and legal standards in school counseling.
2. articulate, model, and advocate for an appropriate school counselor identity and program.

### **COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK:**

#### *Understanding for Teaching, Teaching for Understanding*

The preparation of educators is the most critical of all professions, without educators there are no other professions. The professional educator is the key element in the learning process. Building on the key elements of the professional educator, the Conceptual Framework of the unit of Augusta State University consists of a vision and mission with an overarching theme to produce **prepared, able, and responsive** professionals to teach diverse learners.

This vision and mission is a shared responsibility between campus colleagues, public school practitioners, and involved community agencies requiring the partnership of the entire education unit including the College of Education, the College of Arts and Sciences, and the local community educational system and the Partner School Network.

#### **Element: Prepared (PD)**

- P1: Demonstrate strong content and pedagogical preparation in their respective subject area or professional field.
- P2: Use self assessment and analysis to form the basis for collaboration with colleagues and the development of a desire to be a lifelong learner.

### *Prepared, Able and Responsive*

- P3: Participate in graduate study to extend and refine the knowledge base of educators to build expertise.
- P4: Possess an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) or their professional field of study and be able to create learning experiences that enable all students to learn.
- P5: Understand how students learn and develop (intellectually, socially, and individually) and be able to provide developmentally appropriate learning opportunities and support for these opportunities.
- P6: Demonstrate knowledge of how to implement effective verbal and nonverbal information and technology techniques to foster active inquiry, collaboration, and supportive interaction in educational settings.

#### **Element: Able (AD)**

- A1: Understand, use, and support a variety of instructional strategies to encourage the learner's development of critical and creative thinking, problem solving, and performance skills.
- A2: Create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation for all learners.
- A3: Plan, guide, and support instruction based upon knowledge of subject matter, the learners, the community, and curriculum goals.
- A4: Understand and use authentic assessment to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
- A5: Ability to teach and work in authentic settings with diverse populations of learners

#### **Element: Responsive (RD)**

- R1: A respect for the dignity of all persons. All children can learn and have the right to an opportunity to do so.
- R2: Preparation in the subject area(s) to be taught or the professional field of study must be accompanied by the skill and dispositions to translate knowledge into creating and supporting meaningful experiences for diverse learners.
- R3: Understanding of how students differ in their approaches to learning and demonstrate the commitment for meeting their educational needs in fair, caring, nondiscriminatory, and equitable manners.
- R4: Ability to be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks the opportunity to grow professionally.
- R5: Fostering of relationships with school colleagues, parents, and agencies in the larger community to support the learning and well-being of all students.

#### **TECHNOLOGY COMPETENCIES:**

Upon completion of the course, students will be able to:

1. demonstrate ability to operate a computer system in order to successfully utilize software.
4. explore, evaluate, and use computer/technology-based materials, including applications, educational software and associated documentation.

*Prepared, Able and Responsive*

5. demonstrate knowledge of uses of computers for problem-solving, data collection, information management, communications, presentations, and decision making.
7. evaluate, select, and integrate computer/technology-based instruction in the curriculum of one's subject area(s) and/or grade levels.
8. demonstrate knowledge of uses of multimedia, hypermedia, and telecommunications to support instruction.
9. demonstrate skill in using productivity tools for professional and personal use, including word processing, database, spreadsheet, and print/graphic utilities.
10. demonstrate knowledge of equity, ethical, legal, and human issues of computing and technology use as they relate to society and model appropriate behaviors.
11. identify resources for staying current in applications of computing and related technologies in education.
12. use computer-based technologies to access information to enhance personal and professional productivity.

**PROGRAM SPECIFIC STANDARDS:**

Through course assignments and field experiences associated with this course, students will demonstrate knowledge, skills and dispositions associated with CACREP core areas Section II, G.1.D, G.1.F, G.1.H, G.1.I, G.2.A, G.5.E, G.5.F, G.8.B, G.8.D, and G.8.F; and BOR principles IIA(1), IIA(2), IIA(5), IIA(6), IIA(7), IIA(8), and IIA(9).

**METHODS OF INSTRUCTION:**

The method of instruction for this course will be lecture, discussion, dyads, small group work projects, in-class activities, and field experiences.

**COURSE SCHEDULE**

WEEK	TOPIC	ASSIGNMENTS
<b>1</b> Oct 14	<b>Introduction and Course Overview</b> <b>Strategic Management Model</b> <b>APA Guidelines</b>	<i>Skill Building: Learning Styles at Work</i>

*Prepared, Able and Responsive*

<p><b>2</b> Oct 21</p>	<p><b>Consultation Model</b></p>	<p><b>READ:</b></p> <ul style="list-style-type: none"> <li>• Devoss &amp; Andrews: Chapters 1-4</li> <li>• Parsons &amp; Kahn: Chapters 1&amp; 2</li> </ul> <p><i>Skill Building: Gender Communications</i></p> <p><i>Activity: Talking 9 to 5: Women and Men in the Workplace (DVD)</i></p>
<p><b>3</b> Oct 28</p>	<p><b>Systems Thinking: School as a System</b></p>	<p><b>DUE: Counselor as Leader Paper</b></p> <p><b>READ:</b></p> <ul style="list-style-type: none"> <li>• Devoss &amp; Andrews: Chapters 5-8</li> <li>• Parsons &amp; Kahn: Chapters 3</li> </ul> <p><i>Skill Building: Presentation Skills</i></p> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>• <i>Leadership and the New Science (DVD)</i></li> <li>• Jena 6 Class Project</li> </ul>
<p><b>4</b> Nov 4</p>	<p><b>Managing Change: Managing Transitions</b></p>	<p><b>READ:</b></p> <ul style="list-style-type: none"> <li>• Devoss &amp; Andrews: Chapters 9-11</li> <li>• Parsons &amp; Kahn: Chapters 4, 5, &amp; 8</li> </ul> <p><i>Skill Building: World View and Change</i></p>
<p><b>5</b> Nov 11</p>	<p><b>Leadership Theories</b></p> <ul style="list-style-type: none"> <li>• School Counselors As Educational Leaders</li> <li>• Servant Leadership</li> <li>• Hero's Quest: Transforming Schools</li> </ul>	<p><b>READ:</b></p> <ul style="list-style-type: none"> <li>• Devoss &amp; Andrews: Chapters 10-12</li> <li>• Parsons &amp; Kahn: Chapters 6 &amp; 7</li> </ul> <p><i>Skill Building: Team Building</i></p>

*Prepared, Able and Responsive*

<p><b>6</b> Nov 18</p>	<p><b>Leadership, Accountability, and Ethics</b></p>	<p><b>DUE: ASCA Model Audit Paper and Presentation</b></p> <p><b>READ:</b></p> <ul style="list-style-type: none"> <li>• ASCA Model: Chapters 5 &amp; 6</li> <li>• Parsons &amp; Kahn: Chapters 10-11</li> <li>• Website: <a href="http://www.cescal.org">www.cescal.org</a></li> </ul> <p><i>Skill Building: Meeting Facilitation Skills</i></p>
<p><b>November 25 – Thanksgiving Holiday</b></p>		
<p><b>7</b> Dec 2</p>	<p><b>Student Presentations</b></p>	<p><b>DUE:</b></p> <ul style="list-style-type: none"> <li>• Advocacy Project Paper</li> <li>• Group Presentations (2)</li> <li>• Advocacy Project Presentation (2)</li> </ul> <p><b>READ:</b></p> <ul style="list-style-type: none"> <li>• Parsons &amp; Kahn: Chapters 12 &amp; 13</li> </ul>
<p><b>8</b> Dec 9</p>	<p><b>Student Presentations</b> <b>Course Overview</b> <b>Course Evaluation</b></p>	<p><b>DUE:</b></p> <ul style="list-style-type: none"> <li>• Group Presentations (2)</li> <li>• Advocacy Project Presentation (2)</li> </ul> <p><b>READ:</b></p> <ul style="list-style-type: none"> <li>• Parsons &amp; Kahn: Chapters 14</li> </ul> <p>Upon completion of course, students will download a copy of their Advocacy Project (portfolio assignment) and their course reflection paper into the COUN 6820 file in LiveText.</p>
<p><b>December 9</b></p>	<p><b><i>Last day assignments will be accepted without prior approval from instructor.</i></b></p>	

*Course schedule is fluid and may be modified at the discretion of the instructor*

*Prepared, Able and Responsive*

**PERFORMANCE ASSESSMENTS:**

School Counselor as Leader (Paper)	100 pts
ASCA Model Audit (Paper and Presentation)	200 pts
Advocacy Project (Paper and Presentation)	300 pts
Group Project Presentation	300 pts
Attendance and Participation	100 pts
<b>Total Possible Points</b>	<b>1000 pts</b>

**Grading Scale:**

<b>A = 900-1000 pts</b>	<b>B = 800-899 pts</b>	<b>C = 700-799 pts</b>
<b>D = 600-699 pts</b>	<b>F = 599 or below pts</b>	

**COURSE REQUIREMENTS**

**SCHOOL COUNSELOR AS LEADER PAPER**

**DUE: Session 3**

**Total Possible Points: 100**

The school counselor role as educational leader is one that is emerging in its importance to the profession and educational system. Students will study this role in depth and submit electronically to the instructor a 4-6 page paper summarizing the information they have researched on this topic. This paper will include 6 references (texts may be used as references), 4 of which must be published since 2000; as well as follow APA guidelines, including having a title and reference page. No abstract is required.

**ASCA NATIONAL MODEL AUDIT PAPER AND CLASS PRESENTATION**

**DUE: Session 5**

**Possible Points: 200**

Students will consult with a professional school counselor currently employed in one of the Partnership Schools to discuss the ASCA National Model and its impact on the counselor's program. This may need to be done over two or three meeting periods. The ASCA National Model audit will be sent electronically to students by the instructor. Students may also download the audit from the CD accompanying the *ASCA Model Workbook*. Select "Open file." Select 4 – Accountability and then select Program Audit (this will be a pdf file). Audits may be completed by hand (need not be typed or word processed).

Upon completion of consulting with the professional school counselor, students will write a 3-5 page paper reflecting on the results and process of this assignment such as level of implementation of ASCA

### *Prepared, Able and Responsive*

National Model, challenges and advantages of implementing and maintaining the national model in the school setting, and professional school counselor's knowledge and support of the national model. The reflection paper is not intended to describe the audit section by section.

The final project should include the reflection paper, completed program audit, and school counselor evaluation of you during the consultation process. The counselor evaluation form will be provided for you. The areas assessed will include your knowledge of the process, thoroughness and accuracy of the program audit, and professionalism exhibited throughout the consultation.

Students will informally present their results as part of a class discussion on the project due date. Final project will be evaluated on the following items:

- Reflection paper (send electronically to instructor) 100 points
- Program audit (give to instructor in envelope) 50 points
- Professional school counselor evaluation (in envelope) 50 points

### **ADVOCACY PROJECT / PAPER / PRESENTATION** *(Portfolio Assignment)*

**DUE: Session 7 or 8 (Papers due Session 7)**

**Total Possible Points: 300**

Working together in groups of 3-4 students, the team will look at a professional school setting and **determine barriers that may impede student learning**. The project will include interviewing pertinent school personnel, such as the school principal and school counselor, to gather information about the school and look for underlying problems and differing perspectives of the stakeholders. In addition, the group will review the school's improvement plan for suggestions on problem areas with which the school may be struggling.

The group, with the assistance of school personnel, will select one area (problem) for which the group can advocate change. The group will then **develop a proposal** (not an intervention) for removing the barriers to student success related to your identified problem area. Solution should follow the steps of the Strategic Management Model which will be given out and discussed in class. The model will include an analysis of the school's environment (external and internal), needs assessment questionnaire(s), if utilized; a rationale for addressing the problem at this particular school, a bibliography of current research regarding this issue, and solution (strategy) formulation, solution (strategy) implementation, and solution evaluation and control.

#### **Resources for school information include:**

Great Schools (<http://www.greatschools.net>)

- Select town and state
- Choose category of school (elementary, middle, high school)
- Once school comes up, select school name for more information

Department of Education (<http://www.doe.k12.ga.us/>)

- School Finder – locate school
- Check out school profile and AYP report

## *Prepared, Able and Responsive*

**Paper:** The final paper summarizing the entire project will be 12 to 15 pages in length, written in APA style. Paper should include a minimum of 8 references, half of which must be published since 2000. Paper will be completed as a group project with one paper submitted per group.

In addition to the paper, the group will keep a log of meetings with school personnel including name of person(s) contacted, which group member was present, date and times of meeting, purpose of meeting, and results. Logs should contain information about actual meetings, telephone conversations, and other contacts such as emails. This **log will accompany the final paper**. Length of the log should not be considered in meeting final paper length requirements.

**Presentation:** The group will provide a PowerPoint presentation of summarizing their project. Summary should be no longer than 10-12 minutes including overview of project, concentrated area of focus, recommended solution, and insights gained throughout the process.

Paper and presentation should be organized around the four components of a strategic management model:

- environmental scanning
- strategy formulation
- strategy implementation
- evaluation and control

**Peer Evaluation:** Each student will be required to evaluate each member of the group and give each member a score for participation. This score will be incorporated in the final participation grade for the project. A guideline for this evaluation will be provided. Individual peer evaluations of group members will be placed in an envelope by each student and submitted along with the final paper. The envelopes will be provided by the instructor.

Project evaluation will be considered as a group and individually. Grades will be based on the group's ability to thoroughly describe the barrier to student learning, provide comprehensive rationale for solution, and development of a realistic plan to address a current barrier at the consultant school. Evidence of student's active participation within the consultant group, adherence to the questions and format provided, and ability to effectively communicate ideas in the written report will all be part of the final grade. Final grade will be based on the following:

- |                                 |                            |
|---------------------------------|----------------------------|
| • Advocacy Project Paper        | 200 pts (group score)      |
| • Advocacy Project Presentation | 50 pts (group score)       |
| • Individual Presentation       | 25 pts. (individual score) |
| • Peer evaluations              | 25 pts (individual score)  |

Advocacy Project papers will be due Session 7. Presentations may be on either Week 7 or Week 8.

## **GROUP PROJECT PRESENTATION**

**DUE: Session 7 or 8**

**Total Possible Points: 300**

This project is intended to provide opportunities for students to practice lengthy group formal presentation skills. It is designed for students to submit new material that will augment and support the major themes of this course (leadership, change, facilitation, and systems thinking).

By the second week of the course, students will select a team of 3-4 students. Each team will design and conduct a 75-90 minute presentation, including 10 minutes for questions from the audience, on one of the following topics:

- School as a learning environment: How staffs continue to improve
- Creating and implementing change
- Building community at school or the workplace
- The consultation process
- Chaos theory and its application to leadership

By the third class, the team will notify the instructor of the topic of their presentation. The topic may vary from those listed above but must have prior approval of the instructor. Topics must overall address some aspect of this course such as systemic/organizational health and/or leadership. The format of the presentation is determined entirely by the team with one requirement: each member of the group must individually have a 5-10 minute portion of the overall presentation during which s/he delivers content (as opposed to leading discussions or class activities). Presentations can include lecture and large and small group activities.

Students will be individually graded on effectiveness of presentation skills, variety of meaningful learning activities, engagement of audience, and cohesiveness and relevancy with other presentations within their group. **Students are strongly encouraged to identify time-keeper(s) within the group** to monitor progress throughout presentation. Strict adherence to time constraints (75-90 minutes) will be administered.

This project will be evaluated on the following criteria:

- |   |                               |
|---|-------------------------------|
| • Content, quality of audio-visuals, and activities | 150 points (group score)      |
| • Individual presentation skills                    | 150 points (individual score) |

## **CLASS PARTICIPATION**

**Total Possible Points: 100**

This class will be conducted in a seminar format and, as such, will rely heavily on class discussion and participation. Thus your presence, preparation, and participation are essential. The quality of your participation is dependent on providing concrete illustrations and insightful analysis based on reading and other students' ideas; building on, critiquing or seeking clarification of discussion points; drawing out others in the discussion, and helping to keep discussion on track. The quality of participation in class activities, demonstration of leadership skills, and presence, preparation, and participation in class discussions will be evaluated all as levels of contributing to the learning climate. As part of fostering this learning climate, students are asked to mute or turn off cell phones and/or pagers during class time.

Due to the accelerated delivery of course material, students may not miss more than one class period without possibly being asked to withdraw from the course.

## **OTHER IMPORTANT INFORMATION:**

**Written Assignment Guidelines.** All assignments will follow the 2010 APA guidelines:

- Papers should be double-spaced, have one inch margins around, and typed in Times New Roman 12 point.
- A title page should accompany each written assignment (refer to APA guidelines handout).
- All assignments must include headers that indicate an abbreviated assignment title, student's last name, and page number.
- A reference page should accompany each assignment when citations or references (see examples of referencing assessments below) occur within the assignment text.
- Neither the title page nor reference page/appendices may be considered in meeting assignment page-length requirements.
- Abstracts are not required for any of the assignments in this course.

**Due Dates.** Unless otherwise indicated, any assignment may be submitted before the due date. Notable exceptions to submitting assignments early would be student classroom presentations. All assignments are expected to be completed and submitted no later than the start of class on the indicated due dates unless prior arrangements have been made with the instructor. Late assignments will be given a 5 percent reduction per day past the due date, in accordance with program guidelines.

**Electronic Submission of Work.** Unless otherwise stated, all written assignments must be submitted electronically as an attachment to an email to the instructor (pschenck@aug.edu) in Microsoft Word document format (.doc or .docx). If using an Apple, submit in rich text format (.rtf). No other format will be accepted. The subject line for emails containing assignments must clearly state: **COUN 6780 ASSIGNMENT.**

**Writing Assistance.** Students may submit a rough draft of any paper to the instructor for comments a minimum of two weeks before the assignment is due. This is an optional activity and offered to assist students in the development of their writing skills.

## **ACADEMIC HONESTY:**

Students are expected to read and strictly adhere to the entire Academic Honesty policy found in the 2009–10 *Augusta State University Catalog*. In part, the policy reads:

Academic honesty requires the presentation for evaluation and credit of one's own work, not the work of others...Plagiarism is the failure to acknowledge indebtedness. It is always assumed that the written work offered for evaluation and credit is the student's own unless otherwise acknowledged. Such acknowledgement should occur whenever one quotes another person's actual works, whenever one appropriates

### *Prepared, Able and Responsive*

another person's ideas, opinions, or theories, even if they are paraphrased, and whenever one borrows facts, statistics, or other illustrative materials unless the information is common knowledge. (p. 43)

#### **PIPELINE ACCOUNTS:**

Students are encouraged to check their Pipeline accounts daily. Students are responsible for any assignments or deadlines sent to them via Pipeline. If you have trouble accessing your Pipeline account, you should contact Information Technology Services at 706-737-1676. Computers and printers are available free of charge in computer labs throughout campus as well as the library and campus internet cafes for students who do not have access from a home computer.

#### **DEPARTMENT OF EDUCATIONAL LEADERSHIP, COUNSELING AND SPECIAL EDUCATION WEBSITE:**

Students are invited to visit the departmental website at: <http://www.aug.edu/clinical>. A variety of forms, some interactive, may be downloaded from the website. There are also newsletters, registration information and announcements which students will find useful. Most forms are in Adobe Acrobat. All campus computers have Adobe Acrobat Reader installed and students can download Adobe Acrobat Reader for their home computer at no charge from: <http://www.adobe.com/products/acrobat/>

#### **WRITING CENTER:**

You may contact the ASU Writing Center (737-1402) for help with developing and improving composition skills. If you would like additional help with writing or with learning APA style, inform the class instructor.

#### **STUDENTS WITH DISABILITIES:**

Students with disabilities who are registered with the Office of Disability Services should schedule an appointment with the instructor before the third week of class to discuss academic accommodations. If the student does not initiate this meeting, it is assumed no special accommodations or modifications will be necessary to meet the requirements of this course. You may make an appointment by calling the Counseling and Testing Center (706) 737-1471 or visit their office located in the Quadrangle, next to Fanning Hall (Business Office).

#### **STUDENT SAFETY:**

Student safety is of primary importance. Students leaving classes late in the evening are encouraged to stay in groups of two or more and to report all suspicious behavior or persons to the ASU Office of Public Safety (emergency number 706-729-2911; non-emergency 706-737-1401). Emergency telephones are located in the University Hall parking lot and various other locations on campus.

#### **CELL PHONES:**

The use of cell phones for calls, text messaging, or other tasks is prohibited in class.

*Prepared, Able and Responsive*

BIBLIOGRAPHY

- Backer, T. E. (1985). The future of organizational consulting. *Consultation*, 4(1), 17-29.
- Bolman, L. G., & Deal, T. E. (1995). *Leading with soul: An uncommon journey of spirit*. San Francisco: Jossey-Bass Publishers.
- Brown, J. L., & Moffett, C. A. (1999). *The hero's journey: How educators can transform schools and improve learning*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Caplan, G., & Caplan, R. B. (2002). *Mental health consultation and collaboration*. San Francisco: Jossey-Bass.
- Cleven, C. A., & Gutkin, T. B. (1988). Cognitive modeling of consultation processes: A means for improving consultees' problem definition skills. *Journal of School Psychology*, 26(4), 379-389.
- Collins, J. (2001). *Good to great: Why some companies make the leap and others don't*. New York: Harper Business.
- Collins, J. (2005). *Good to great and the social sectors: Why business thinking is not the answer* (Monograph). Boulder, CO: Author.
- Conoley, J. C., & Conoley, C. W. (2002). *School consultation: Practice and training* (2nd ed.). Boston: Allyn & Bacon.
- Covey, S. R. (1990). *Principle-centered leadership*. New York: Summit Books.
- Dougherty, A. M. (2003). *Consultation: Practice and perspectives in school and community settings* (2nd ed.). Pacific Grove, CA: Brooks/Cole.
- Isaacs, W. (1999) *Dialogue and the art of thinking together*. New York: Currency.
- Jackson, D. N., & Hayes, D. H. (1993). Multicultural issues in consultation. *Journal of Counseling and Development*, 72(2), 144-147.
- Kouzes, J. M., & Posner, B. Z. (1997). *The leadership challenge: How to keep getting extraordinary things done in organizations*. San Francisco: Jossey-Bass Publishers.
- Kurpius, D. J., Fuqua, D. R., & Rozecki, T. (1993). The consulting process: A multidimensional approach. *Journal of Counseling and Development*, 71, 601-606.
- Lambert, L. (1998). *Building leadership capacity in schools*. Alexandria, VA: Association for Supervision and Curriculum Development.

*Prepared, Able and Responsive*

- Nicoll, W. G. (1992). A family counseling and consultation model for school counselors. *School Counselor*, 39, 351-361.
- Sullivan, W. P. (1991). Community mental health. *Research on Social Work Practice*, 1, 289-315.
- Weaver, R. G., & Farrell, J. D. (1997). *Managers as facilitators: A practical guide to getting work done in a changing workplace*. San Francisco: Berrett-Koehler Publishers, Inc.
- Wheatley, M. J. (1999). *Leadership and the new science: Discovering order in a chaotic world*. San Francisco: Berrett-Koehler Publishers.
- Wren, J. T. (1995). *The leader's companion: Insights on leadership through the ages*. New York: The Free Press.
- Zins, J. E. (1993). Enhancing consultee problem-solving skills in consultation. *Journal of Counseling and Development*, 72(2), 185-190.

*Prepared, Able and Responsive*

**AUGUSTA STATE UNIVERSITY**  
 College of Education  
 Department of Educational Leadership, Counseling, and Special Education  
 Counselor Education Program

**WRITING RUBRIC**

**Student name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Assignment:** \_\_\_\_\_

1-4	5	6-7	8	9-10	Score
<b>WRITING MECHANICS:</b>					
<b>Organization</b> – paper begins with an appropriate introduction. Transitions lead the reader through the paper in a logical way to a strong and rational conclusion. Details are appropriately placed and support premise of paper.					
<input type="checkbox"/> Little sense of direction <input type="checkbox"/> Paragraphs do not cohere <input type="checkbox"/> No transitions <input type="checkbox"/> Details do not relate to topic <input type="checkbox"/> No clear beginning/ending <input type="checkbox"/> Noticeable information gaps		<input type="checkbox"/> Sequence logical <input type="checkbox"/> Paragraphs cohere most of the time <input type="checkbox"/> May be missing transitions <input type="checkbox"/> Some details missing <input type="checkbox"/> Start/finish need improvement		<input type="checkbox"/> Sequence enhances understanding of topic <input type="checkbox"/> Paragraphs cohere <input type="checkbox"/> Transitions work well <input type="checkbox"/> Details fit/enhance piece <input type="checkbox"/> Clear, inviting beginning/satisfying conclusion makes paper come full circle	
<b>Word Choice / Sentence Structure</b> – writer has carefully chosen words specific to the topic. The paper flows smoothly, without monotony, when read aloud. Sentences are carefully crafted.					
<input type="checkbox"/> Limited vocabulary <input type="checkbox"/> Meaning difficult to determine <input type="checkbox"/> Wording often inaccurate <input type="checkbox"/> Clichés appear frequently <input type="checkbox"/> Rambling, awkward phrasing <input type="checkbox"/> Choppy, incomplete sentences <input type="checkbox"/> No variety		<input type="checkbox"/> Vocabulary ordinary <input type="checkbox"/> Words lack precision; meaning is lost occasionally <input type="checkbox"/> Clichés occasionally appear <input type="checkbox"/> Structure usually correct <input type="checkbox"/> Sometimes awkward <input type="checkbox"/> Doesn't flow smoothly <input type="checkbox"/> Some variety in structure		<input type="checkbox"/> Accurate, interesting, lively vocabulary, appropriate to topic <input type="checkbox"/> Strong, full, rich imagery as appropriate <input type="checkbox"/> Words are concise, eloquent <input type="checkbox"/> Words are chosen carefully / carry their own weight <input type="checkbox"/> Flows easily if read aloud <input type="checkbox"/> Structure effective, deliberate <input type="checkbox"/> Varied sentence structure	
<b>Mechanics</b> – writer has eliminated most, if not all mechanical errors, and uses mechanics to enhance paper.					
<input type="checkbox"/> Numerous errors <input type="checkbox"/> spelling/wrong words <input type="checkbox"/> punctuation/capitalization <input type="checkbox"/> run-ons/fragments <input type="checkbox"/> other		<input type="checkbox"/> Some errors <input type="checkbox"/> spelling/wrong words <input type="checkbox"/> punctuation/capitalization <input type="checkbox"/> run-ons/fragments <input type="checkbox"/> other		<input type="checkbox"/> Sophisticated use of mechanics <input type="checkbox"/> Few errors in spelling/wrong words <input type="checkbox"/> punctuation and capitalization <input type="checkbox"/> run-ons/fragments <input type="checkbox"/> other	
<b>APA Guidelines</b> – writer demonstrates a knowledge of and ability to correctly apply national writing guidelines.					
More than 5 errors in paper <input type="checkbox"/> omitted to cite reference in text <input type="checkbox"/> incorrectly cited reference in text <input type="checkbox"/> improper headings <input type="checkbox"/> reference sheet missing or improperly formatted		Not more than 5 errors in paper <input type="checkbox"/> sometimes failed to cite reference <input type="checkbox"/> some incorrectly formatted citations <input type="checkbox"/> some errors in headings <input type="checkbox"/> some errors in reference citations		Not more than 3 errors in paper Demonstrates understanding of APA formatting in <input type="checkbox"/> citations within text <input type="checkbox"/> heading formation <input type="checkbox"/> reference page	
<b>TOTAL POINTS FOR WRITING MECHANICS</b>					<b>/ 40 pts</b>

**Comments:**

*Prepared, Able and Responsive*

<b>IDEAS AND CONTENT:</b>					
1-4	5	6-7	8	9-10	Score
<b>Ideas and Content</b> – writer thinks critically, knows subject content, and presents a balanced view with enough detail to enhance the paper.					
<input type="checkbox"/> Needs fully developed purpose <input type="checkbox"/> No central idea <input type="checkbox"/> No balance <input type="checkbox"/> No knowledge of topic <input type="checkbox"/> Details missing <input type="checkbox"/> No critical thinking evident		<input type="checkbox"/> Purpose reasonably clear <input type="checkbox"/> Ideas could be more appealing <input type="checkbox"/> Balance a little off <input type="checkbox"/> Knowledge of topic limited <input type="checkbox"/> Skimpy supporting details <input type="checkbox"/> Little critical thinking evident		<input type="checkbox"/> Clear purpose <input type="checkbox"/> Ideas conveyed in insightful, original manner <input type="checkbox"/> Paper is balanced/important ideas stand out <input type="checkbox"/> Knows topic well <input type="checkbox"/> Effective amount, discriminating use of, detail; critical thinking obvious	<b>/50 pts</b>
<b>Requirements of Assignment</b> – has met all requirements of assignment					
Did not meet requirements of assignment		Has met all requirements of assignment		Surpassed all requirements of assignment	<b>/10 pts</b>
<b>TOTAL POINTS FOR IDEAS AND CONTENT</b>					<b>/ 60 pts</b>

**Total Rubric Points** \_\_\_\_\_/100 pts

**Total Earned Points for this Paper**  
 (total points as % x total possible points for assignment) \_\_\_\_\_ pts

Comments:

*This modified rubric is printed with permission of author Gayle Hammons, Assistant Professor of Communications, University of Alaska Southeast, Sitka, AK*

*Prepared, Able and Responsive*

**AUGUSTA STATE UNIVERSITY**  
College of Education - Counselor Education Program

**ORAL PRESENTATION RUBRIC**

Student name: \_\_\_\_\_

Date: \_\_\_\_\_

Presentation topic: \_\_\_\_\_

1-4	5	6-7	8	9-10	Score
<b>TECHNICAL ASPECTS OF PRESENTATION: how a presentation is delivered</b>					
<b>Language Skills – presenter effectively uses language to enhance flow and understanding of presentation.</b>					
<input type="checkbox"/> limited or often repeated vocabulary, no variety <input type="checkbox"/> does not use or uses incorrectly terms appropriate <input type="checkbox"/> incomplete thoughts <input type="checkbox"/> rambling, awkward phrasing <input type="checkbox"/> difficult to understand topic		<input type="checkbox"/> adequate but sometimes ordinary vocabulary <input type="checkbox"/> occasional awkward wording <input type="checkbox"/> sometimes uses clichés		<input type="checkbox"/> accurate, interesting vocabulary <input type="checkbox"/> appropriate to topic <input type="checkbox"/> wording is full, rich, enhances understanding of topic <input type="checkbox"/> eloquent, smooth, natural sentence structure	<b>/ 10 pts</b>
<b>Physical Delivery – presenter effectively uses physical delivery techniques to create and maintain interest in presentation</b>					
<input type="checkbox"/> delivery is choppy <input type="checkbox"/> posture and movement distracting <input type="checkbox"/> little or no eye contact with audience		<input type="checkbox"/> some nervous or limited gestures <input type="checkbox"/> demeanor is stiff, tense, or too relaxed/casual <input type="checkbox"/> sporadic or fixed eye contact with certain portion of audience		<input type="checkbox"/> relaxed posture, exudes confidence <input type="checkbox"/> gestures enhance presentation <input type="checkbox"/> maintains eye contact with entire audience	<b>/ 10 pts</b>
<b>Vocal Delivery – presenter has command of vocal delivery; vocal ability supports quality of presentation</b>					
<input type="checkbox"/> enunciation, volume, or pacing problem <input type="checkbox"/> difficult to hear or understand <input type="checkbox"/> monotone <input type="checkbox"/> frequent pauses, seems distracted or confused <input type="checkbox"/> difficult to follow <input type="checkbox"/> frequent gap fillers (um, er, ah)		<input type="checkbox"/> generally uses appropriate enunciation volume, and pacing <input type="checkbox"/> sometimes difficult to understand <input type="checkbox"/> ordinary or minimal inflection <input type="checkbox"/> some random pauses that do not support presentation <input type="checkbox"/> some gap fillers (um, er, ah)		<input type="checkbox"/> eloquent throughout presentation <input type="checkbox"/> enunciates clearly <input type="checkbox"/> effective volume and pacing <input type="checkbox"/> inflection conveys emotion and enhances meaning <input type="checkbox"/> effectively uses silence, pauses to collect thoughts or build suspense <input type="checkbox"/> no or limited gap fillers (um, er, ah)	<b>/ 10 pts</b>
<b>Audio/Visual Aids – presenter effectively uses audio-visuals to convey and support main topics of presentation</b>					
<input type="checkbox"/> no aids used in presentation <input type="checkbox"/> aids do not reflect careful preparation or selection <input type="checkbox"/> aids not related to topic <input type="checkbox"/> aids difficult to see or be heard by entire audience.		<input type="checkbox"/> aids add some but limited meaning <input type="checkbox"/> aids are adequately prepared/chosen <input type="checkbox"/> aids are related to topic <input type="checkbox"/> aids are generally visible to or heard by entire audience		<input type="checkbox"/> aids enhance presentation and engage audience <input type="checkbox"/> aids are carefully prepared / chosen <input type="checkbox"/> aids are clearly visible to or heard by entire audience <input type="checkbox"/> aids are interesting, appropriate to the topic	<b>/ 10 pts</b>
1-4	5	6-7	8	9-10	Score

*Prepared, Able and Responsive*

<b>Organization – begins with enticing introduction, transitioning logically to a strong and rational conclusion. Details support premise of presentation</b>			
<ul style="list-style-type: none"> <li>___ no or limited introduction</li> <li>___ little sense of direction</li> <li>___ jerky organization of ideas</li> <li>___ no or incomplete transitions</li> <li>___ limited use of details</li> <li>___ details not related to topic</li> <li>___ noticeable information gaps</li> <li>___ no central idea</li> <li>___ limited or unsatisfying conclusion</li> <li>___ misuses time, either ending too soon or going over time limit</li> </ul>	<ul style="list-style-type: none"> <li>___ introduction is ordinary or brief</li> <li>___ some transitions may be missing or do not flow easily</li> <li>___ limited or overuse of details</li> <li>___ details at times do not support premise</li> <li>___ ideas could be more appealing</li> <li>___ conclusion needs improvement</li> <li>___ uses time appropriately</li> </ul>	<ul style="list-style-type: none"> <li>___ introduction is enticing</li> <li>___ clear purpose</li> <li>___ transitions easily lead audience through presentation</li> <li>___ sequence of ideas is logical and easily understood, enhances understanding</li> <li>___ details fit and enhance presentation</li> <li>___ satisfying conclusion brings presentation full circle</li> <li>___ uses time to the fullest</li> </ul>	<b>/ 10 pts</b>
<b>Technical Aspects Of Presentation Total</b>			<b>/ 50 pts</b>
<b>CONTENT: what is presented</b>			
<ul style="list-style-type: none"> <li>___ poor coverage of topic</li> <li>___ displays limited knowledge of topic</li> <li>___ few or no resources supporting topic</li> <li>___ no, little, or inappropriate attempt to meld theoretical with practical</li> <li>___ no, little, or inappropriate historical perspective</li> <li>___ no, little, or inappropriate review of literature</li> <li>___ review of literature not current</li> <li>___ topic tangential to course focus</li> </ul>	<ul style="list-style-type: none"> <li>___ adequate coverage of topic</li> <li>___ displays broad knowledge regarding topic</li> <li>___ limited resources supporting topic</li> <li>___ minimally incorporates theoretical with practical</li> <li>___ limited historical perspective</li> <li>___ limited review of literature</li> <li>___ review of literature not current</li> <li>___ topic minimally relevant to course focus</li> </ul>	<ul style="list-style-type: none"> <li>___ thorough coverage of topic</li> <li>___ displays great depth of knowledge regarding topic</li> <li>___ incorporates multiple resources</li> <li>___ skillfully weaves theoretical with practical aspects of topic</li> <li>___ appropriately melds historical and current knowledge regarding topic</li> <li>___ demonstrates thorough review of current literature regarding topic</li> <li>___ topic enhances and expands knowledge of course focus</li> </ul>	<b>/50 pts</b>
<b>PRESENTATION TOTAL (combination of technical aspects and content)</b>			<b>/100 pts</b>

**Total Earned Points for Presentation:**

Total points for this presentation (percentage) x total possible points for presentation assignment \_\_\_\_\_pts

**Additional comments:**

*Prepared, Able and Responsive*

**AUGUSTA STATE UNIVERSITY**  
College of Education  
Department of Educational Leadership Counseling and Special Education  
Counselor Education Program

**ASCA Model Audit Project: Student Evaluation**

**Student:** \_\_\_\_\_

**Counselor:** \_\_\_\_\_

**School:** \_\_\_\_\_

On a scale of 1 to 10, with 1 being the lowest and 10 being the highest, please indicate your agreement with the following statements:

**Knowledge of Model:** Throughout the process, student exhibited a thorough knowledge of the American School Counselor Association National Model and was able to discuss the various aspects of this model with ease. **Score**  
Comments: \_\_\_\_\_

**Program Audit:** The student presented a completed program audit. This audit was a thorough and accurate report.  
Comments: \_\_\_\_\_

**Professionalism:** Throughout my meeting(s) with the student, s/he displayed consummate professionalism including making prior arrangements for our meeting(s), being on time for the meeting(s) or if not able to attend meeting contacting me, being prepared for the meeting(s), dressing appropriately, listening intently, and conducting her/himself in a professional manner throughout the process.  
Comments: \_\_\_\_\_

**Overall Score for this Experience:** I would rate this student's overall performance on this project on a scale of 1 to 10 with 1 being the lowest and 10 being the highest, a score of \_\_\_\_\_

\_\_\_\_\_  
School Counselor's Signature

\_\_\_\_\_  
Date

Other Comments:

*Thank you for your participation in the project!*



*Prepared, Able and Responsive*

AUGUSTA STATE UNIVERSITY  
College of Education  
Department of Educational Leadership Counseling and Special Education  
Counselor Education Program

**COUN 6820 – Administration and Consultation**

**Advocacy Project: Peer Evaluation**

**Student Evaluated:** \_\_\_\_\_

**Evaluator:** \_\_\_\_\_

On a scale of 1 to 5, with 1 being the lowest and 5 being the highest, please indicate your agreement with the following statements:

**Knowledge of Strategic Management Model:** Throughout the process, student exhibited a thorough knowledge of the strategic management model and was able to discuss the various aspects of this model with ease. This knowledge greatly supported this project. **Score**  
Comments: \_\_\_\_\_

**Reliability:** Student was consistently reliable throughout this project with such activities as attending meetings on time, completing assignments thoroughly and on timely basis, and fulfilling all commitments.  
Comments: \_\_\_\_\_

**Creativity:** Student shared creative talents throughout this project such as generating new ideas, streamlining assignment process, and completing final project.  
Comments: \_\_\_\_\_

**Team Skills:** Student was consistently a positive team member with such efforts as supporting other team members, genuinely listening to their ideas, providing equal amount of work towards completion of project, sharing group leadership responsibilities, and generously contributing to successful completion of project.  
Comments: \_\_\_\_\_

**Professionalism:** Throughout process, student displayed and maintained a professional manner such as representing team in a positive light during interactions with school personnel, being prepared and dressing appropriately for meetings with school personnel, and providing quality interactions and communications,  
Comments: \_\_\_\_\_

---

**TOTAL SCORE** **/25 pts**

---