

California State University, Northridge
Michael D. Eisner College of Education
Department of Educational Psychology and Counseling
School Psychology Program

EPC 674: Family Development Across the Lifespan (3)

Summer 2021

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Class Meetings: Thursday 4:00 – 6:55 Online

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Michael D. Eisner College of Education Conceptual Framework

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to excellence, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- We value academic excellence in the acquisition of research-based professional knowledge and skills.
- We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.
- We value ethical practice and what it means to become ethical and caring professionals.
- We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities.
- We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.

- We value creative, critical, and reflective thinking and practice.

Course Description

This course enables students to use information about family systems and systems ecological theory to help individuals and families reach developmental milestones and effectively transition through stages of individual and family development. Topics covered include family life development and family systems, to include diverse families, parenting, marriage, divorce, step-parenting, among various family systems, grief and specific problems that affect families, such as domestic violence and substance abuse. Health, assets, risk and resiliency, wellness models, and psychosocial developmental processes that include how culture, diversity, gender, religion, socioeconomic opportunities, and access affect individual and family development. Culturally diverse families and the bilingual child and an overview of assessment issues are also covered. Evidenced based strategies to support positive family development and their influences on children's learning, socialization, and mental health and home school collaboration is a focus of this class, as well as empowering parents to be collaborators and social advocates for their children and youth. Accessing community resources and agencies to support families and youth will also be part of the class.

PROGRAM STUDENT LEARNING OBJECTIVES:

The internship experience will address all aspects of a comprehensive service delivery model to support NASPs mission in developing quality school psychologists who have competence in their ability to conceptualize development, adjustment, and learning based on culture, language, and other diversity factors to promote positive academic and life outcomes in all areas of service delivery to include the following program goals and student learning outcomes (SLOs):

Program Goal 2. Respect for Human Diversity and Equitable Practices for Diverse Student Populations: Provide a foundation and expectation to understand, respect, and celebrate human diversity and promote effective services, social justice, and social advocacy for all students, families, and schools. (NASP Domain 8: Equitable Practices for Diverse Student Populations; CCTC SPPE 8)

SLO 3: Respect for Human Diversity and Equitable Practices: School Psychology candidates will obtain at least a B on their exams and/or project(s) in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on their ability to demonstrate ***Knowledge*** of human diversity, including individual differences, abilities, disabilities, religion, culture, and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other diverse characteristics within individuals and families, the effects they have on development and learning, and promote effective general and special education services, social justice, and social advocacy for all students, families, and schools to address potential influences related to diversity. (NASP Domain 8; CCTC SPPE 8)

Program Goal 5: Consultation and Collaboration: Provide knowledge and skills on promoting family, school, and community collaboration and consultation.

SLO 9: Family, School and Community Collaboration: School Psychology candidates will obtain at least a B on their exams and/or project(s) in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on their ability to demonstrate *knowledge, skills, and competence* on principles and research related to family systems, strengths, needs, and cultural contexts and design, implementation and evaluation of evidence-based strategies to support positive family influences on children's learning and mental health; and exercise strategies to develop collaboration between families and schools and family and community agencies to enhance academic and social behavioral outcomes for children. (*NASP Domain 7: Family, School, and Community Collaboration; CCTC SPPE 7*)

Program Goal 6: Academic, Behavioral, Mental Health and Life Success: Provide knowledge and skills to school psychology candidates on evidenced based academic, behavioral, and social-emotional interventions based on theory, risk and resiliency/developmental assets research, a systems ecological approach, and data based decision making to address individual and systemic factors to improve outcomes for overall school and life success.

SLO 11: Behavioral Interventions using Risk and Resiliency Theory/Research and Systems-Ecological Approach: School Psychology candidates will obtain at least a B on their exams and/or project(s) in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on their ability to demonstrate *knowledge, skills, and competence* to design and use behavioral interventions using theory and evidence based practice, risk and resiliency theory/research/developmental assets, social emotional learning, and a systems ecological approach to address individual and systemic factors to improve behavioral outcomes. (*NASP Domain 4: Mental and Behavioral Health Services and Intervention; CCTC SPPE 4*)

OBJECTIVES RELATED TO NASP AND CCTC:

Internship will address the development and competence of all NASP domains and CCTC SPPEs to include:

Domain 2: Consultation and Collaboration

School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

Domain 4: Mental and Behavioral Health Services and Interventions

School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health; behavioral and emotional impacts on learning; and evidence-based

strategies to promote social–emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

Domain 7: Family, School, and Community Collaboration

School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children.

Domain 8: Equitable Practices for Diverse Student Populations

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and of the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

Specific Course Objectives

Students will understand:

1. Understand principles and research related to family systems, strengths, needs, and culture and its implication on children’s learning, socialization, and mental health. (CCTC SPPE 7.0; CCTC SPPE 7.2)
2. Evidence based strategies to support family influences on children’s learning, socialization, and metal health. (CCTC SPPE 7.0)
3. Effective methods to develop collaboration between families and schools. (CCTC SPPE 7.0)
4. Collaborate with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/interactions with community agencies for enhancement of academic and social behavioral outcomes for children. (CCTC SPPE 7.0)
5. Understand the importance of family school partnerships and collaboration with community agencies to improve pupil outcomes (CCTC SPPE 7.1)

6. The roles and relationships of family members with children whose behavior is of concern.
7. the stresses impinging from particular family structures, especially on parents and children.
8. Types of families, such as single parent family, blended family, teen parent, etc. and the stresses peculiar to each.
9. The importance of diversity and being familiar with the family's culture, ethnicity, gender, language issues, community, and of taking these into account in planning assessment and interventions.
10. Family development and grief counseling.
11. family influences on pupil cognitive, motivational, and social characteristics that affect classroom performance, social adjustment, and life skills.
12. The importance of family involvement in education and ways to promote partnerships between parents and educators to improve outcomes for students.
13. The importance of facilitating safe and caring school communities
14. The importance of understanding risk factors (such as substance abuse, domestic violence, child abuse, etc.) and understanding the needs of witnesses, victims and perpetrators of violence as they relate to improved behavior and enhanced teaching and learning.
15. The importance of using the problem-solving model and data based decision making.
16. Issues pertaining to CLD students and issues in the assessment with CLD students.

Teaching Strategies

Lectures, presentations, role plays, case studies, and discussions will be used. This course will use canvas and zoom.

This course is composed of three main components:

1) This course will impart to students understanding of *family development and dynamics and family diversity affecting children and family's development, adjustment, and acculturation and will emphasize school-family collaboration*. It will prepare students, who already possess some competencies in the areas of child development and assessment to be able to assess children's and family development and behavior in interaction with other multi systems in diverse settings and to assist parents and teachers in planning and effectively carrying out prevention and interventions to address resiliency, successful learning, adjustment, coping, and life skills. It will also help students understand how certain dynamics affect children's development, adjustment, academic achievement, social emotional and behavioral functioning, and life skills.

2) In this course students will begin to understand and conceptualize their work with culturally and linguistically diverse (CLD) students. It will provide information on language and cultural issues, as well as information pertaining to assessment of CLD students, as a foundation for upcoming fieldwork and assessment classes and experiences.

Policies and Resources

Attendance

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

Due Dates and Times

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

Requests for Incompletes

Incompletes will only be considered in accordance with university policy, which requires that 75% of course be completed prior to unforeseen grave circumstances at the end of the semester, such as the loss of an immediate family member, hospitalization, or severe illness. Students must request a grade of Incomplete in writing using the university's Incomplete Request Form (www.csun.edu/anr/forms/request_incomplete.pdf).

Religious Holidays

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

Professionalism

Students are expected to consistently demonstrate professional behavior. This includes but is not limited to:

- Being on time to class and with assignments.
- Respectful interactions with all students and faculty.
- Proactive engagement in the learning process.
- Being organized and prepared.
- Managing assignment submission effectively.

- Managing technology effectively (the university provides computer and internet support; please use it in times of technical emergency).
- Managing personal information (own and others') appropriately.
- Maintain confidentiality when sharing information.

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

Students with Disabilities

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

Policy on Cheating and Plagiarism

Cheating and plagiarism are serious offenses in a professional program and may result in expulsion from the program/university on a *first offense*. See the University Catalog for further information. Additionally, student should refer to the Ethics Codes of NASP for ethical guidelines regarding plagiarism. For a definition and examples of plagiarism, students can refer to the *APA Publication Manual*. Also refer to university policy on academic dishonesty.

Student Evaluation

Students will be given a letter grade based on the following areas:

1. Attendance and Participation (20 points) Each student is expected to take an active part in all course and online activities. This includes presenting and sharing information, ideas, and thoughts while adhering to the following requirements:

- timely contributions to online and in-class discussions and activities
- completeness and accuracy of contributions and presentations
- timely attendance
- professional and respectful behavior and attitude (e.g., no in-class phone calls or use of computers, interrupting, over-talking, respectful and professional wording on e-mails)
- class preparation (e.g., completion of readings and activities PRIOR to class meetings and emailing presentation powerpoint to instructor prior to class)

2. A paper and group presentation (55 pts) based on a topic **addressing family systems and focusing on specific families and/or issues affecting families and their impact on child development, adjustment and academic achievement**. (CCTC Std. 4) Students will be asked to discuss individual and system interventions regarding their particular

topic. Presentation should be 30 minutes. See Appendix B. (55 points + 36 points Presentation Style)

3. Class assignments (25 pts)

4. Practice and Assessment: **Midterm exam** focused on conceptualizing cases to allow for practice on the readings and presentations focused to assist students and families. (100 points)

5. **Final** on CANVAS (100 points)

Readings:

Required:

Walsh, F. (2018). *Normal Family Processes, Third Edition*. New York: Guilford Press.

Walsh, F. (2011). *Strengthening Family Resilience - Second Edition*

Sexton and Lebow Eds. (2016). *Handbook of Family Therapy (AVAILABLE AS AN E-BOOK AT OVIATT LIBRARY)*

Rhodes, R.L., Ochoa, S. H., & Ortiz, S. O. (2005). *Assessing Culturally and Linguistically Diverse Students: A practical guide*. New York: Guilford Press.

Recommended:

Selected Best Practices IV Readings on the Problem Solving and Data Based Decision Model

Cormier, S., Nurius, P. S., & Osborn, C. J. (2011 or newer). *Interviewing and Change Strategies for Helpers: Fundamental Skills and Cognitive Behavioral Interventions: Sixth Edition*. United States. Brooks/Cole Cengage Learning.

Assigned Readings

Course Requirements:

- 1) **Class Attendance and participation online and in class** is required.
- 2) **Promptness** is expected of all students.
- 3) **Professional and ethical behavior** is expected of all students at all times.
- 4) **In-Class or Online Discussion/group work:** All students are required to participate in class or online discussions and group work. This involves keeping up with the readings as this is part of the learning process. Respectful and courteous behavior is expected.
- 5) **Assignments**
- 6) **Presentations**

- 7) **Practice/Performance Based Midterm**
- 8) **Final**

Grades

Course grade will be based on the following:

- 1) **Attendance and Participation in class and on online discussions – 20 points**
- 2) **Assignments – 10 points each as assigned**
- 3) **Group Presentation on Family Systems - 55 points**

OR

Group Presentation on issues affecting CLD students or Child Abuse- (55 points)

4) Practice/Performance Based Midterm - 100 points

5) Final – 100 points

***Late work will not be accepted without prior approval of professor. Incomplete course grade must be arranged with Professor at least one week prior to end of the course. Course incompletes are only allowed in cases of documented, justified circumstances as detailed in the CSUN catalogue.**

A = 95-100%

A- = 90-94%

B+ = 86-89%

B = 83-85%

B- = 80-82%

SP students receiving a B- and below will need to retake the class.

Please note that this outline can change. You will be notified if this was to occur.

Please expect to have longer meetings on June 24th and July 1st.

Class Outline

- June 3 **ZOOM: Overview of Class and Family Development Introduction**
 Fieldwork needs
- June 10 **ZOOM**
 Family Development and Systems Perspectives: Assessment of Family Systems
 Walsh Ch. 1: *The new normal: Diversity and complexity.*
 Walsh Ch. 16: *The Family Life Cycle*
 Walsh Ch. 2. *Clinical Views of Family Normality*
 Sexton & Lebow Eds. Ch. 2 *Family System (AVAILABLE FROM OVIATT E-BOOK)*
 Section beginning with: *The application of ideas from General Systems*
 Theory and Cybernetics to Families and Family Therapy
 Sexton & Lebow Eds. Ch. 2 *Family Systems*
 Sexton & Lebow Eds. Ch. 7: *Structural Family Therapy*
 Sexton & Lebow Eds. Ch. 10 *Postmodern Therapies*
 Section: *Solution Focused Therapy*
- Cormier et al. (2009). Chs. On Family Systems and Solution Focus Therapy
- Activity – Reframe*
- June 17 **Preparation for Presentations – Meet with your Groups**
- June 24 **ZOOM**
 Families Structure and Characteristics
 Walsh Ch. 5: *Risk and Resiliency after Divorce*
 Walsh Ch. 7: *Remarriage families and step-parenting*
 Walsh Ch. 6: *Diversity Strengths and Challenges of Single Parenting*
 Walsh Ch. 4: *Contemporary Two Parent Families*
 Walsh Ch. 8: *Gay and Lesbian Family Life*
 Walsh Ch. 14: *Changing Gender Norms in Family and Society*
 Walsh Ch. 10: *Adoptive Families*
 Sexton & Lebow Eds. Ch. 25: *Separating, Divorced, and Remarried Families*
 Sexton & Lebow Eds. Ch. 3: *Development and Resiliency*
- Walsh: *Relevant Resilient Families Chapters*

Group Presentations:

Group Presentation 1: Family life Cycle, Risk and Resiliency in families across the lifespan

(Walsh Chs. 14, 16, 17, 18; Sexton & Lebow Eds. Ch. 3 and research).

Group Presentation 2: Single parenting and teen parenting

(i.e., economic pressures, education, etc.)
and interventions (Walsh Chs. 6, and
research)

Group Presentation 3: Divorce and step parenting

Parenting issues (i.e., economic pressures, education, etc.)
and interventions (Walsh Chs. 4, 5, 7 and Sexton & Lebow Eds. Ch. 25
research)

Group Presentation 4: Changing gender norms, lesbian and gay families, and adoptive families (Walsh Chs. 8, 14, and 10, and research).

July 1

ZOOM:

Family Challenges

Brassard and Apellaniz article: The abusive family: theory and intervention (16 pages)

Stark and Brookman article: Substance abuse and the family (16 pages)

Marion's Article: The Developmentally Delayed child in the family (22 pages)

(See if you can locate the above listed chapters in the internet to support your Presentations. If not, please look for similar information).

Pertinent Readings from Walsh and Cormier.

Walsh Chapters as listed below

Sexton & Lebow Eds. Chapters as listed below

Group Presentation 5: Immigrant Families, Culture, and Rituals in Families

(Walsh Chs. 11, 12, 13, 15, & 20 Sexton & Lebow Eds. Ch. 5:
Multiculturalism and Diversity)

Group Presentation 6: Abusive families and domestic violence

issues and interventions (Include theories of violence and how this affects development) (RESEARCH)

Group Presentation 7: Families with substance abuse problems

issues and Interventions. Present on Parent substance abuse and
Children/adolescent substance abuse (RESEARCH)

Group Presentation 8: Families with disabled, chronically ill, and learning

Disabled Children issues and interventions. (RESEARCH)

July 8

Assignment on Canvas – Developmental Assets and Resilience

Go to the Developmental Asset Website: <http://www.search-institute.org>

* Familiarize yourself with the 40 Developmental Assets

* Review readings under Research

- * Print lists of Developmental Assets and relevant research
- * View video on Relationship matters and print list

Canvas Developmental Assets Reflection Summary Assignment (10 pts)
Upload Developmental Assets list (10 pts)

July 15

ZOOM: Attachment, Resiliency, and Grief

Group Presentation 9: Attachment Theory and Implication for Children in Diverse Families (RESEARCH)

Group Presentation 10: Family Resiliency through illness, disability, and GRIEF
 (Walsh ch. 17, 19, Walsh Resiliency book ch.s. 8, 9, 10 readings and research)

Group Presentation 11: Essential components for Parenting Programs: What does the research say.

Review for Midterm

July 22

On Your Own: Home School Collaboration

View Video: Collaborative Helping: a practice framework for family centered services by William Madsen. View through the University Library. Do Canvas assignment (10 pts).

July 29

ZOOM:

Assessment of CLD students Lecture

- Rhodes et al. (2005). Assessing Culturally and Linguistically Diverse Students
- Ch. 1: English-Language Learners in U.S. Public Schools: A Heterogeneous Population
- Ch. 2: Disproportionate Representation of Diverse students in Special education: Understanding the complex puzzle.
- Ch. 3: Legal and ethical requirements for the assessment of culturally and linguistically diverse students.
- Ch. 4: Bilingual Education and Second-Language acquisition: Implications for assessment and school-based practice.

Midterm

Upload to Canvas by July 29

August 5

Summary on Canvas – Working with Culturally and Linguistically Diverse Students

- Ch. 5: Pre-referral considerations for culturally and linguistically diverse students
- Ch. 6: The use of interpreters in the Assessment process and school based practice

Summary on Canvas (10 pts)

August 12

Zoom if needed: The Interview and Acculturation

- Ch. 7: The Interview Process: Practical guidelines
- Ch. 8: Acculturation factors in psychoeducational assessment

Summary on Canvas (10 pts)

August 19

Final on Canvas at 4:00 (100 pts)

APPENDIX A

Family Systems/Problems Presentation Criteria

Students Names: _____

Presentation: _____

1) Provided GENERAL overview of subject, provided context, and statistics regarding the occurrence of topic in the population. Opening presentation was interesting and caught audience's attention. Used interesting visuals.

Poor		Average		Excellent
1	2	3	4	5

2) Described specific issues at the different systems levels (child, family, school, community, etc.) regarding topic chosen. Describe factors (especially family and community factors) that support and develop skills to assist student learning and adjustment.

Poor		Average		Excellent
1	2	3	4	5

3) Described how these issues affect children and adolescent development, adjustment, social emotional and behavioral functioning, academic achievement, and life skills. Described how one would use the developmental assets based on resiliency research to assist children and youth with these challenges.

Poor		Average		Excellent
1	2	3	4	5

4) Described at least one study in detail and analyzed research design and statistics used.

Poor		Average		Excellent
1	2	3	4	5

5) Described interventions which address the various systems involved (e.g., the child/youth, family, school, community, etc.).

Poor		Average		Excellent
1	2	3	4	5

6) Described an actual case scenario to describe topic in detail.

Poor		Average		Excellent
1	2	3	4	5

7) Used APA format to reference slides and reference list. Each slide must be referenced and should include only relevant words or statements.

Poor		Average		Excellent
1	2	3	4	5

8) Provide 10-15 current (within the last 20 years) referred journal articles and references in the reference list and described in your presentation.

Poor		Average		Excellent
1	2	3	4	5

9) Quality of presentation (did it cover important topics, did it make sense to the audience?)

Poor		Average		Excellent
1	2	3	4	5

10) Organization (Did it follow a comprehensible and appropriate sequence?)

Poor		Average		Excellent
1	2	3	4	5

11) Emailed presentation to classmates and professor?

Poor		Average		Excellent
1	2	3	4	5

COMMENTS:

APPENDIX B

Attendance and Participation Rubric

	4	3	2	1	Points
Attendance/ Promptness	Student is always prompt and regularly attends classes	Student is late to class once every two weeks	Student is late to class more than once every two weeks and regularly attends classes	Student has been late to class at least four times and has poor attendance	
Level of Engagement in class	Student proactively contributes to class by offering ideas and asking questions more than once per class.	Student proactively contributes to class by offering ideas and asking questions once per class	Student rarely contributes to class by offering ideas and asking questions.	Student never contributes to class by offering ideas and asking questions	
Listening Skills	Student listens when others talk, both in groups and in class. Student incorporates or builds off of the ideas of others.	Student listens when others talk, appears attentive and interested	Student inconsistently listens when others talk, inconsistently appears attentive and interested	Student does not listen when others talk, appears distracted and inattentive	
Behavior	Student almost never displays disruptive behavior during class.	Student rarely displays disruptive behavior during class.	Student occasionally displays disruptive behavior during class.	Student almost always displays disruptive behavior during class.	
Preparation	Student is almost always prepared for class with assignments and required class materials.	Student is usually prepared for class with assignments and required class materials.	Student is sometimes prepared for class with assignments and required class materials.	Student is almost never prepared for class with assignments and required class materials.	
				Total:	

EPC 674 Index for CCTC Standards

SPPE	Introduced
7.0	p. 4
7.1	p. 4
7.2	p. 4

*Pages on which CCTC Standards are introduced in yellow