# University Mission Statement

Alliant International University prepares students for professional careers of service and leadership and promotes the discovery and application of knowledge to improve the lives of people in diverse cultures and communities around the world. Alliant is committed to excellence in four areas:

1. **Education for Professional Practice**: Alliant’s educational programs are designed to give students the knowledge, skills and ethical values they need to serve and lead effectively in a variety of professional settings. Alliant graduates are expected to achieve mastery of a body of knowledge and be able to apply that knowledge in professional practice in order to achieve desired and beneficial outcomes.
2. **Scholarship**: Scholarship in the Alliant context includes the discovery of new knowledge; the discovery of new applications of knowledge to solve practical problems; the integration of knowledge in new ways; and innovation in teaching knowledge and professional competencies.
3. **Multicultural and International Competence**: Alliant is an inclusive institution committed to serving diverse populations around the world by preparing professionals to work effectively across cultural and national boundaries, by increasing the number of professionals working in underserved areas, and by understanding and responding to the needs of diverse communities.
4. **Community Engagement**: Alliant’s faculty, students, alumni and staff are dedicated to making a positive difference in the world through professional education and practice. We measure the success of our university in part by the impact we have, both directly and indirectly, on the welfare of individuals, families, organizations and communities.

# The California School of Education (CSOE)

Alliant International University offers a full spectrum of credential, certificate and degree programs designed to address the educational needs of all learners in the 21st century, from infancy and entry into P-12 education system through adult life. Each program integrates significant, evidence-based, data-driven educational concepts into coursework, focusing on what is successful in education for diverse populations. The California School of Education’s mission and vision statements reaffirm our values and commitment to collaboration, diversity, and service to candidates, shared leadership, and the continuous support of the education profession.

**Mission**: CSOE prepares competent, confident, and conscientious educational leaders who will promote and empower personal growth, academic success, and professional achievement for all in a global society.

**Vision**: To develop and promote transformative educational experiences that optimize human potential.

**Goals**: The California School of Education has a set of overarching goals that drive the direction of the School’s programs and internal and external operations:

1. To provide the education and training of well-rounded professionals who will serve local, national and global schools and organizations.
2. To engage and partner with communities to translate professional practice and research to meet education needs.
3. To promote an academic culture of support to develop and apply transformative approaches to solve complex societal challenges.
4. To develop analytic skills and sound judgment as applied to content and professional issues.
5. To make warranted and thoughtful decisions about curriculum issues, student-related concerns and leadership that relate to the conduct of the school and the profession.
6. To provide professional educational opportunities for those who aspire to leadership in education settings.
7. To prepare candidates to meet the needs of all learners.

**Unit Guiding Principles**

CSOE's guiding principles are anchored in the belief that our mission is realized when our candidates are equipped with the skills to operationalize LEAD. LEAD stands for Leadership (L) Engagement (E) Application (A) and Dedication (D). As leaders, candidates demonstrate social responsibility, ethical action, and a commitment to be agents of change to improve the lives of their communities (L). We highlight for our candidates the value of authentic and collaborative engagement in advancing our communities (E). We train our candidates to be reflective professionals who incorporate theory into best practices; and utilize the knowledge, skills, dispositions, habits of inquiry, and technology that their preparation has honed (A). Courses and assignments are intentionally designed to engage experiences that promote the understanding of theories, concepts, principles, methodologies and approaches that candidates can readily utilize for practice. As candidates in both initial and advanced stages engage in observations, field experiences, and clinical practice, they provide service to their learners/clients, while simultaneously making instructional decisions that are grounded in educational research and/or theory (D).

**L**= Leadership: Innovation with Accountability

**E**= Engagement: Active Learning

**A**=Application: Theory to Practice

**D**=Dedication: Inclusive Excellence

**Theoretical Framework**

CSOE is based on two main theoretical frameworks: Boyer’s applied scholarship of learning and constructivist theory.

CSOE utilizes Boyer's model of the scholarship of application:

Boyer (1990) asserted the need for all disciplines to move beyond traditional research to engage the full scope of academic work. He posits that in order to advance disciplines holistically and to obtain rewards for professional practice, research should encompass four critical areas:

Discovery - generating new and unique knowledge;

Teaching - Faculty and candidates creatively build bridges between their own understanding and their students' learning;

Application – Taking the new knowledge acquired and utilizing to solve society's problems; and

Integration – Using collaborative relationships to uncover new knowledge among disciplines (Boyer, 1990).

These four aspects of scholarship are of paramount importance to CSOE. Each of the four areas informs the guiding principles of LEAD for CSOE.

*Scholarship of Discovery* (L, E, A, D): We subscribe to the centrality of the need to advance inquiry that produces the disciplinary and professional knowledge that frames our candidate preparation and training (Boyer, 1990). We ensure that our candidates are prepared to foster an environment that supports inclusive excellence with the commitment and understanding necessary to be responsive to all learners (D). Candidates acquire the ability to collaborate successfully (E) with parents, families, school districts, community members, faculty and staff in order to gain and maintain this disposition.

*Scholarship of Teaching* (L, E, A, D): CSOE subscribes to Boyer's model that underscores the notion of the scholarship of teaching as inquiry that produces knowledge to facilitate the transfer of the science and art of teaching, counseling and leadership from expert to novice. Thus we are very intentional in stewarding our mentoring relationships between faculty, school district master teachers, school site supervisors and our advisory boards. We view these relationships as critical to the transfer of teaching knowledge.

*Scholarship of Professional Practice* (A): Professional practice in CSOE is comprised of all aspects of the delivery of education, counseling, and leadership. Competence in practice is determined in school setting practicums and internships. Professional Practice is also the mechanism through which CSOE provides the environment and skills by which knowledge in the profession is both advanced and applied. In this segment, we also include the mentoring of candidates and leadership roles in developing practice. In all of the above, we highlight the scholarship generated through practice. Our Faculty and candidate professional certifications, degrees, and credentials and other specialty credentials demonstrate CSOE's attainments in this sphere.

*Scholarship of Integration* (L, E, A): In this sphere, faculty and candidates engage in the review and analysis of education policy, integrative models across disciplines, literature review and use all these to develop transdisciplinary educational programs and projects. Further, CSOE faculty are active and present at national and international conferences, serve on the leadership of professional organizations and contribute to journal articles. These are examples of how CSOE demonstrates the scholarship of integration. The guiding principles and candidate competencies are framed with the understanding that effective learning environments are social and collaborative in nature (Vygotsky, 1978).

The second theoretical underpinning for CSOE is constructivism. We concur with the assertion that our candidates and their students are active makers of meaning, rather than passive absorbers of knowledge (Dewey, 1944; Vygotsky, 1962; Brosio, 2000).

We expect our candidates to engage social constructivism by utilizing existing knowledge, interests, attitudes, and goals to select and interpret available information. Our faculty recognize the insider knowledge our candidates’ bring to our courses and provide the environment for them to utilize their uniquely personal knowledge to create meaning as they integrate these knowledge bases with their diverse cultural, ethnic, social, and economic circumstances through analysis, reflection, and research.

We model a humanistic learning environment that encourages critical inquiry to connect learners with one another (Rodgers, 2002; Greene, 2000; Palmer, 1998; Sergiovanni, 1999). Faculty members create caring environments where candidates are encouraged and supported to reach beyond themselves and to engage various points of view, diversity of ideas and practices.

# CTC Pupil Personnel Services Generic Program Standards

* **Standard 1 Program Design, Rationale and Coordination:** Coordinated effectively in accordance with a cohesive design that has a cogent rationale. Foundation and theoretical courses precede and are designed to be taken prior to more specialized and advanced courses.
* **Standard 2 Growth and Development:** Acquire an understanding of typical and atypical growth and development, including relevant theories, research, and other information related to pupils’ strengths and weaknesses that affect learning in school, community and family environments. The program provides candidates with an understanding of the effects of (a) health and developmental factors, (b) language, (c) cultural variables, (d) diversity, (e) socioeconomic status, and (f) factors of resiliency on pupil development.
* **Standard 3 Socio-Cultural Competence:** Display an understanding of ways in which ethnic, cultural, socioeconomic, and environmental factors influence pupil learning and achievement. Candidates will learn skills to work effectively with pupils and their families from diverse backgrounds. The program provides candidates with an understanding and appreciation for diversity. An understanding of the importance of developing cultural competence is provided to candidates in order to effectively serve diverse and changing communities. The program provides candidates with an understanding of the ways in which educational policies, programs and practices can be developed, adapted, and modified to be culturally congruent with the needs of pupils and their families.
* **Standard 4 Assessment:** Knowledge of current theories and methods of using assessment data to support data-based decision making for the purpose of understanding, evaluating and promoting positive pupil performance, program outcomes, and school climate. Candidates develop an understanding of the influence of multiple factors on pupil achievement. The program requires candidates to analyze assessment information in a manner that produces valid inferences when evaluating the needs of individual pupils and assessing the effectiveness of educational programs.
* **Standard 5 Comprehensive Prevention and Early Intervention for Achievement:** Display an understanding of the factors that contribute to successful learning. In order to help pupils attain high learning goals, the program provides candidates with the knowledge to identify problems in their earliest stages and to implement prevention and early intervention strategies for addressing these problems. The program requires candidates to demonstrate knowledge of classroom, school, family, and community factors that support pupil learning and to develop skills to assist pupils who experience learning difficulties.
* **Standard 6 Professional Ethics and Legal Mandates:** Display an understanding of professional codes of ethics and current legal mandates, as well as an awareness of the range of legal issues, such as, statutory, regulatory, and case law affecting the delivery of pupil services. The program requires candidates to demonstrate the ability to access information about legal and ethical matters.
* **Standard 7 Family-School Collaboration:** Display an understanding of the ways in which pupil development, well being, and learning are enhanced by family-school collaboration. The program requires candidates to work with parents to foster respectful and productive family-school collaboration.
* **Standard 8 Self-esteem and Personal and Social Responsibility:** Assess their own self-esteem and to demonstrate an understanding of principles associated with the building of (a) self-esteem, (b) personal and social responsibility, and (c) their relationship to the life-long learning process.
* **Standard 9 School Safety and Violence Prevention:** Understand ways in which school environments can enhance the safety and well-being of all pupils. The program provides candidates with the knowledge and models of systematic school safety planning that include comprehensive school climate and crisis response plans addressing elements of prevention, intervention, and treatment. The program provides candidates with opportunities and experiences to demonstrate knowledge and skills to assist in the development and implementation of a comprehensive program to reduce the incidence of school site violence. The program provides candidates with knowledge and skills that address the needs of witnesses, victims and perpetrators of violence as they relate to improved behavior and enhanced teaching and learning.
* **Standard 10 Consultation:** Demonstrate knowledge and application of theories, models, and processes of consultation. The program provides candidates with opportunities and experiences to display the ability to use communication, interpersonal, and problem-solving skills in consultation with teachers, administrators, other school personnel, family members, community groups, and agencies. Candidates demonstrate skills in using a decision-making process when consulting and collaborating with others to (a) identify problem areas, (b) collect and analyze information to understand problems, (c) make decisions about service delivery, and (d) evaluate the implementation and outcome of the service delivery plan.
* **Standard 11 Learning Theory and Educational Psychology:** Display an understanding of learning theories and factors influencing learning and teaching such as cognition, memory, attention skills, perceptual-sensory processes, emotional state, motivation, organizational skills, gender, cultural differences, and linguistic differences. Candidates know how to evaluate the congruence between instructional strategies and pupil learning assets and deficits.
* **Standard 12 Professional Leadership Development:** Display an understanding of the development, improvement and evaluation of programs that support effective pupil learning. The program also provides candidates with an understanding of the importance of leadership by the pupil personnel services provider in operating as a systems change agent.
* **Standard 13 Collaboration and Coordination of Pupil Support Systems:** Collaborate effectively with community-based organizations, agencies, and other professionals. Candidates demonstrate knowledge of programs and services within a comprehensive model of support at the school site level designed to promote high expectations and increase pupil learning and achievement.
* **Standard 14 Human Relations:** Demonstrate self-awareness, sensitivity to others, and skillfulness in relating to individuals and groups. The program provides candidates with opportunities and experiences to understand the importance of socio-psychological concepts of group formation, reference groups, inter-group and intra-group relations and conflict. The program provides candidates with opportunities and experiences to demonstrate an ability to facilitate group process and mediate conflict.
* **Standard 15 Technological Literacy:** Demonstrate skills in current technology for communication and collecting, organizing, distributing and analyzing data and resources in order to facilitate effective and appropriate outcomes in program management and individual student achievement.
* **Standard 16 Supervision and Mentoring:** Demonstrate knowledge of models of supervision used to mentor pre-professionals in practica and field experience placements. Candidates recognize the important role that field-site supervisors play in pre-professional training of future pupil personnel service providers.

# CTC Pupil Personnel Services School Counseling Credential Specialization Standards

**I. Core Knowledge Base and Foundations**

* **Standard 17 Foundations of the School Counseling Profession:** Knowledge and understanding of the core areas including history, philosophy and trends in school counseling; state and national standards; models of comprehensive and developmental school counseling and guidance programs; and the theoretical bases for counseling practices in schools.
* **Standard 18 Professionalism, Ethics & Legal Mandates:** Understanding of ways to develop a professional identity congruent with the knowledge of all aspects of professional functions, professional development, and organizational representation. The program provides candidates with knowledge of current legal mandates impacting school counselors and pupils. The program provides candidates with knowledge of the ethical standards and practices of the school counseling profession and how to apply these ethical standards to specific counseling situations.

**II. Professional Skills and Training**

**A. Domains of School Counseling and Guidance**

* **Standard 19 Academic Development:** Understanding of the concepts, principles, strategies, programs and practices for enabling pupils to experience academic success and achieve at high levels. Candidates are able to implement strategies and activities in the school setting for maximizing learning, producing high-quality work and preparing pupils for a full range of options and opportunities after high school, including the completion of a college and university education.
* **Standard 20 Career Development:** Knowledge of the components of career development programs and provides them with opportunities to develop, implement and evaluate such programs in schools.
* **Standard 21 Personal and Social Development:** Apply knowledge and understanding to the theories, concepts, processes, skills and practices required for successful personal and social development. Candidates are able to plan, organize and implement programs that enable pupils to acquire knowledge, attitudes and interpersonal skills that help them understand and respect themselves and others, make decisions, set goals and take necessary action to achieve goals, and to understand and develop safety and survival skills.

**B. Themes of School Counselor Preparation**

* **Standard 22 Leadership:** Know the qualities, principles, and styles of effective leadership. Candidates also possess the knowledge, skills and attitudes of effective leadership by acting as agents of change in planning, organizing, implementing, managing and evaluating the outcomes of school counseling and guidance programs that increase student learning and achievement.
* **Standard 23 Advocacy:** Demonstrate skills and attitudes essential for advocating for the learning and academic success of all pupils. Candidates are able to identify institutional, systemic, interpersonal and intrapersonal barriers to learning, and are able to plan and implement strategies to eliminate those barriers and effectively support positive learning and achievement outcomes for all pupils.
* **Standard 24 Learning, Achievement and Instruction:** Know appropriate classroom management strategies and techniques for assisting teachers with classroom organization. Candidates understand curriculum design, lesson plan development, and instructional strategies for teaching counseling and guidance related material.

**C. Functions of School Counselors**

* **Standard 25 Individual Counseling:** Demonstrate knowledge of the theories of counseling, the stages of the counseling relationship, and the elements of effective counseling, particularly as they pertain to the three domains of school counseling. Candidates also know and demonstrate skills in helping pupils cope with personal and interpersonal problems as well as skills in crisis intervention in response to personal, school, and community crises. Candidates are able to design and implement programs of wellness promotion, prevention, treatment and intervention services. In addition, candidates understand and possess skill for evaluating counseling outcomes, including the impact of individual and small group counseling on student learning and achievement. Candidates know community-based mental health referral resources and effective referral practices.
* **Standard 26 Group Counseling and Facilitation:** Understand group dynamics and possess skill in group work, including counseling, psycho-educational, task, and peer helping groups; and facilitation of teams to enable pupils to overcome barriers and impediments to learning.
* **Standard 27 Collaboration, Coordination and Team Building:** Apply skills of effective collaboration among school staff, parents, individuals, groups, and agencies in the community to meet developmental needs along a continuum of preschool through adult pupils. In collaborative efforts, candidates demonstrate competence in coordinating the services of community members, agency personnel and parents within a comprehensive school counseling and guidance program as it relates to the educational mission of the school. Candidates know and possess skills in building effective working teams of school staff, parents and community members for eliminating personal, social, and institutional barriers to learning and increasing student academic achievement and learning success.
* **Standard 28 Organizational and System Development:** Understand the organization, structure, and cultural context of schools as educational systems and are able to plan, develop, implement and evaluate systemic and comprehensive counseling and guidance programs that are part of an overall school plan. Such programs include student outcomes that reflect the impact of counseling and guidance programs on student learning and academic achievement.
* **Standard 29 Prevention Education and Training:** Know and have skill in the planning, organizing and implementing educational programs designed to promote pupil learning and high academic achievement. Candidates also have knowledge in preventing problems that pose barriers to learning and achievement. Candidates develop knowledge and skills in working with school staffs, parents, and family members to enable them to eliminate barriers to learning and achievement.
* **Standard 30 Research, Program Evaluation and Technology:** Knowledgeable about basic principles of research design, action research, and program evaluation. This includes traditional experimental design as well as qualitative and single-subject designs. Candidates are able to differentiate high quality from inadequate research, and understand measurement and statistics in sufficient depth to evaluate published research and conduct evaluations of counseling and guidance and other educational programs in terms of student outcomes. Candidates understand and utilize computer technology and attendant technological applications for conducting program evaluation.

**III. Field Experience and Competency Evaluation**

* **Standard 31 Field Experience:** Demonstrate knowledge and skills in applying the themes and functions of school counseling in school settings designed and organized to support the training and preparation of school counselors. Candidates demonstrate in field experience the knowledge of and skills in working with pre-K through adult pupils in the areas identified in the standards for school counseling.
* **Standard 32 Determination of Candidate Competence:** Determine that candidates have satisfied each professional standard. This determination is based on thorough documentation and written verification by at least one district supervisor and one institutional supervisor. Candidates have also documented that they have earned an appropriate graduate degree from an accredited institution of higher learning.

# CTC Pupil Personnel Services School Psychology Credential Specialization Standards

**I. Core Knowledge Base and Foundation**

* **Standard 17 Psychological Foundations:** Foundation in the knowledge base for the discipline of psychology in order to facilitate the individual development of all pupils. This knowledge base includes biological foundations of behavior, human learning, social and cultural bases of behavior, child and adolescent development, and the diversity of individual differences in development and learning.
* **Standard 18 Educational Foundations:** Foundation in the knowledge base of education concerning the organization and operation of schools, school and community-based resources, as well as alternative service delivery systems. The program requires candidates to be prepared to help design and operate programs to promote school-family interactions. The program requires candidates to be knowledgeable about: (a) family influences on pupil cognitive, motivational, and social characteristics that affect classroom performance; (b) family involvement in education; (c) ways to promote partnerships between parents and educators to improve outcomes for pupils; (d) cultural issues that impact home-school collaboration; and (e) methods to facilitate safe and caring school communities.
* **Standard 19 Legal, Ethical and Professional Foundations:** Knowledge base specific to the professional specialty of school psychology. This knowledge base includes (a) the history and foundations of school psychology, (b) legal and ethical issues, (c) professional issues and standards, (d) alternative models for the delivery of school psychological services, (e) emergent technologies, and (f) the roles and functions of the school psychologist. The program requires candidates to understand the diverse values that influence the lives of people, and to be prepared to practice in schools in ways that meet all appropriate ethical, professional, and legal standards both to enhance the quality of services and to protect the rights of all parties.

**II. Professional Skills and Training**

* **Standard 20 Collaborative Consultation:** Positive interpersonal skills with which to facilitate communication for the purposes of consultation and collaboration with teachers, teams of school personnel, community professionals, agencies, and families. Candidates are prepared to listen, adapt, deal with ambiguity, and be patient in difficult situations. Candidates are able to clearly present and exchange information in a variety of contexts with diverse audiences such as families, teachers, school boards, policy makers, business leaders, and fellow school pupil service providers.
* **Standard 21 Wellness Promotion, Crisis Intervention and Counseling:** Design, implement and evaluate wellness, prevention, intervention, and other mental health programs at the individual, group and system levels. They are knowledgeable about academic, behavioral, and serious personal difficulties. As primary mental health service providers, candidates are able to recognize the behaviors and contexts that are precursors to the development of internalizing disorders, externalizing disorders, and dropping out of school. Candidates can design programs and implement prevention, intervention, and treatment services across the hierarchy of pupils’ development needs. Candidates can work with school personnel, pupils, parents, and the general community in the aftermath of personal, school and community crises.
* **Standard 22 Individual Evaluation and Assessment:** Versed in a variety of assessment methods, including formal and informal test administration, behavioral assessment, interview, ecological or environmental assessment, as well as assessment methodologies to define a student’s problems and needs, to assess current status, and to measure the effects of the problems-solving process. Candidates also understand contextual influences on outcomes, such as: (a) personal attributes of the pupil; (b) types of aptitude; and (c) community, cultural, gender, and language influences, and (d) classroom climate and instructional practices. Candidates understand how to use assessment information in a problem solving process and are able to convey findings in an articulate way to a diverse audience. Candidates are able to use data-based decision making to improve outcomes for instruction, development of cognitive and academic skills, and the development of life competencies. Candidates also demonstrate an understanding of the process and procedures identified in federal and state laws related to special education services, such as the Individuals with Disabilities Education Act (IDEA).
* **Standard 23 Program Planning and Evaluation:** Understand the school as a system. Candidates work with individuals and groups to facilitate organizational structures and policies that create and maintain safe school environments that promote learning and enhance positive educational outcomes for pupils. Candidates utilize data-based decision making skills to (a) assist in the development of challenging but achievable goals for all pupils; (b) provide information about ways in which pupils can achieve these goals; and (c) monitor pupil progress toward these goals. Candidates are skillful in evaluating local school programs and in interpreting findings to other educators and to the public.
* **Standard 24 Research, Measurement, and Technology:** Know basic principles of research design. This includes traditional experimental designs as well as qualitative and single-subject designs. Candidates are able to differentiate high quality from inadequate research, and understand measurement and statistics in sufficient depth to evaluate published research and conduct investigations relevant to their work. Candidates understand and utilize computer technology and attendant technological applications.

**III. Field Experience and Practica**

* **Standard 25 Practica:** Engage in field-based activities in all areas of professional training. Specifically, candidates are provided with practica experiences in the areas of (a) collaboration and consultation, (b) wellness promotion, (c) counseling and crisis intervention, (d) individual assessment, (e) educational planning and evaluation, (f) program planning and evaluation, (g) and research and measurement. Candidates demonstrate the ability to select and apply core knowledge regarding psychological foundations, educational foundations, and legal, ethical, and professional foundations in their work in schools. Practica consists of a series of supervised experiences that occur prior to the field experience, are conducted in laboratory or field-based settings or both. They provide for the application of knowledge and mastery of distinct skills. There must be a systematic means of evaluating the practica experiences that seeks to ensure the acquisition of desired skills by pupils.
* **Standard 26 Culminating Field Experience:** Demonstrate the full range of skills acquired during formal training, and to acquire additional knowledge and skills most appropriately gained through supervised professional experience. Under the supervision of a credentialed school psychologist, candidates provide direct and indirect services to pupils, parents, and school staff in all areas of training.
* **Standard 27 Determination of Candidate Competence:** Determine that candidates have satisfied each professional standard. This determination is based on thorough documentation and written verification by at least one district supervisor and one institutional supervisor. Candidates have also documented that they have earned an appropriate graduate degree from an accredited institution of higher learning.

# Course Description

The objective of this course is to equip you with a multidimensional perspective of multicultural families, at-risk low income families, bilingualism, assessment, remediation and interventions in the educational system. Additionally, this course examines educational issues relating to cultural, linguistic, economic, academic, and social and gender diversity. Upon successful completion of this course you will gain an understanding of children, adolescents and families who are ethnically and economically diverse. You will be able to demonstrate knowledge of multi-cultural and social factors, apply theories and assessments creatively and effectively to situations that could occur in learning and counsel diverse children and families in the school setting. Furthermore, you will translate your knowledge into interventions appropriate for multicultural and linguistic minority students.

# Professional Standards Alignment

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **California School of Education (CSOE)** | | **California Commission on Teacher Credentialing**  **Pupil Personnel Services Program Standards** | | | **Supporting Assessment** |
| **Course Learning Outcomes (CLO)** | **Conceptual Framework** | **Generic** | **School Counseling Credential Specialization**  **(as applicable)** | **School Psychology Credential Specialization**  **(as applicable)** | **Assessment Title** |
| **CLO1**: Analyze ways in which ethnic, cultural, socioeconomic, and other environmental factors impact pupil learning and academic achievement. | Application | Standard 2 | Standard 21 | Standard 20 | Week 6: Larry P. Interview |
| **CLO2**: Determine ways educational policies, program, and practices can be developed, adapted, and modified to be culturally congruent with the needs of pupils and their families. | Engagement | Standard  10 | Standard 28 | Standard 23 | Week 6: Larry P. Interview |
| **CLO3**: Analyze ways pupil development, well-being, and learning are enhanced by the family-school collaboration. | Leadership | Standard  7 | Standard 27 | Standard 21 | Week 3: Multicultural Interview |
| **CLO4**: Determine methods for effectively communicating information to influence change through self-awareness, sensitivity to others, and skillfulness in relating to ethnically and culturally diverse individuals and family. | Leadership | Standard 3 | Standard 19 | Standard 18 | Week 6: Larry P. Interview |
| **CLO5**: Analyze learning attributes, the structure of language and culture, and second language acquisition of diverse learners to determine factors that impede or limit pupil development. | Application | Standard  4 | Standard 29 | Standard 22 | Week 3: Multicultural Interview |
| **CLO6**: Analyze the effect of family structures, socio-cultural diversity and demographic shifts in California on pupil learning. | Dedication | Standard  5 | Standard 23 | Standard 19 | Week 3: Multicultural Interview |

# Student Expectations

**Respectful Speech and Actions**: As an institution of higher education, Alliant International University has the obligation to combat racism, sexism, and other forms of bias and to provide an equal educational opportunity. Professional codes of ethics and the academic code shall be the guiding principles in dealing with speech or actions that, when considered objectively, are abusive and insulting.

**Professional Behavior**: This program is a graduate-level professional program, and each member of the program, both students and faculty, are expected to engage in professional behavior and conduct. Students should always display empathy, self-control, friendliness, generosity, cooperation, helpfulness, and respect in all of their interactions with other students, staff, and faculty. Students will strive to exemplify professional behavior in all aspects of their participation in this program, to be on time in all engagements, to thoughtfully and diligently complete activities and assignments, and to treat all other program members with respect and dignity.

# Expected In-class (Online) and Preparation Time per Week

|  |  |  |
| --- | --- | --- |
| **Weeks** | **In-Class (Online) Time**  (Discussions, interactions, delivering presentations, viewing lectures, exams) | **Preparation Time**  (reading, major assignments, homework) |
| Week 1 | 5 hours | 12 hours |
| Week 2 | 6 hours | 12 hours |
| Week 3 | 6 hours | 10 hours |
| Week 4 | 6 hours | 11 hours |
| Week 5 | 5 hours | 9 hours |
| Week 6 | 6 hours | 12 hours |
| Week 7 | 6 hours | 12 hours |
| Week 8 | 6 hours | 12 hours |

**Note**. Expected weekly time is calculated at the number of hours per unit, times the number of units, divided by the number of weeks in the course for the following:

* Online time: (15 x # of units) / # of weeks
* Preparation time: (30 x # of units) / # of weeks

# Required Course Materials

Jones, J. M. (Ed.) (2009). *The Psychology of multiculturalism in the schools: A primer for training, practice, and research*. Bethesda, MD: National Association of School Psychologists.

ISBN: 978-0932955692

Rhodes, R. L., Ochoa, S. H., & Ortiz, S. O. (2005). *Assessing culturally and linguistically diverse students: A practical guide*. New York, NY: Guilford Press.

ISBN: 978-1593851415

Sue, D. W., & Sue, D. (2016). *Counseling the culturally diverse: Theory and practice*. (7th ed.). Hoboken, NJ: John Wiley & Sons, Inc.

ISBN: 978-1119084303

DeWitt, P. (2012). *Dignity for all: Safeguarding LGBT students*. Thousand Oaks, CA: Corwin.

ISBN: 978-1452205908

# University Administrative Policies & Student Resources

Administrative policies and students resources for the university can be accessed in the most current catalog posted on the university website <http://catalog.alliant.edu/index.php>.

**Course Overview**

[Week 1: Operational Definitions of Culture 16](#_Toc484769178)

[Week 2: Multicultural Guidelines 18](#_Toc484769179)

[Week 3: Linguistically Diverse Students 21](#_Toc484769180)

[Week 4: Social Justice & Privilege 24](#_Toc484769181)

[Week 5: Historical Perspective of Minority Groups 26](#_Toc484769182)

[Week 6: Students with Disabilities 28](#_Toc484769183)

[Week 7: Increasing Cultural Diversity 30](#_Toc484769184)

[Week 8: Increasing Cultural Diversity continued 32](#_Toc484769185)

# Course Grading

Grading is in accordance with the academic policies of Alliant International University.

|  |  |
| --- | --- |
| **Percentage** | **Letter Grade** |
| 94-100 | A |
| 90-93 | A- |
| 87-89 | B+ |
| 84-86 | B |
| 80-83 | B- |
| 77-79 | C+ |
| 74-76 | C |
| 70-73 | C- |
| 67-69 | D+ |
| 64-66 | D |
| 61-63 | D- |
| < 61% | F |

Final grades will be determined as follows based on the points obtained in the following categories:

|  |  |
| --- | --- |
| **Assignment Categories** | **% of Grade** |
| Discussion | 15 |
| Reflection | 20 |
| Interview | 40 |
| Vignettes | 25 |

# Course Assessments

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Assessment** | **Due** | **Assignment Category** | **Point Value** |
| **Week 1** | |  |  |  |
|  | Discussion: Implicit Bias |  | Discussion | 2 |
|  | Assignment: Reflection #1 |  | Reflection | 5 |
| **Week 2** | |  |  |  |
|  | Discussion: Experiencing Racism |  | Discussion | 2 |
|  | Assignment: Reflection #2 |  | Reflection | 5 |
| **Week 3** | |  |  |  |
|  | Discussion: Diverse Students |  | Discussion | 2 |
|  | Assignment: Multicultural Interview |  | Interview | 20 |
| **Week 4** | |  |  |  |
|  | Discussion: Racial Differences |  | Discussion | 2 |
|  | Assignment: Reflection #3 |  | Reflection | 5 |
| **Week 5** | |  |  |  |
|  | Discussion: Intelligence Tests |  | Discussion | 1 |
| **Week 6** | |  |  |  |
|  | Discussion: Poker Chips |  | Discussion | 2 |
|  | Assignment: Larry P. Interview |  | Interview | 20 |
| **Week 7** | |  |  |  |
|  | Discussion: Sexual Identity |  | Discussion | 2 |
| **Week 8** | |  |  |  |
|  | Discussion: Asian Americans |  | Discussion | 2 |
|  | Assignment: Reflection #4 |  | Reflection | 5 |
|  | Assignment: Vignettes |  | Vignettes | 25 |
| **Total Points** | |  |  | **100** |

Week 1: Operational Definitions of Culture

Learning Objectives

|  |  |
| --- | --- |
| * 1. Determine operational definitions for race, ethnicity, cultural, and multicultural. | CLO1 |
| * 1. Analyze your own cultural competence. | CLO4 |
| * 1. Determine the cultural competence of others. | CLO4 |
| * 1. Explain race and ethnic identity development. | CLO4 |

# Activities and Resources

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| --- | --- |
| **Readings** | 1.1, 1.2, 1.3, 1.4 |
| ***The Psychology of Multiculturalism in the Schools***  Ch. 1: Toward Multiculturalism Competence: A Practical Model for Implementation in the Schools | |
| ***YouTube***  **View** “[The Lunch Date](https://www.youtube.com/watch?v=ty_hn7l1zKE)” video [10:23]. | |

# Assignments

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| **Discussion: Implicit Bias** | 1.2 |
| **Complete** the following Implicit Association Tests (IAT) quizzes about biases from Project Implicit: <https://implicit.harvard.edu/implicit/takeatest.html>.     * Race IAT * Sexuality IAT * Skin Tome IAT   **Respond** to the following prompts in the Implicit Bias discussion forum by Wednesday:   * Where you surprised about some of the implicit bias revealed from taking the quizzes? Why or why not? * How might you overcome implicit bias when interacting with colleagues, students, and parents?   **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ | |

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| **Assignment: Reflection #1** | 1.1, 1.3, 1.4 |
| **Write** an analysis and personal reflection of *The Lunch Date* video.  **Consider** the following questions:   * What is your first impression of the woman as she walks through the train station? * How do you think the woman would describe the other people at the train station? * How would you describe the woman's interaction with the African-American man who bumps into her and causes her pursue to fall to the ground? What is her reaction?   **Note**. A general summary of the film is unacceptable for this assignment. Refer to the rubrics for evaluation domains.  **Submit** your analysis as a Word document by Sunday. | |

Week 2: Multicultural Guidelines

Learning Objectives

|  |  |
| --- | --- |
| * 1. Identify APA, NASP, and ACA multicultural guidelines. | CLO2, CLO3 |
| * 1. Explain practical guidelines in a multicultural interview. | CLO2, CLO3 |
| * 1. Analyze practical guidelines in acculturation factors. | CLO2, CLO3 |

# Activities and Resources

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| --- | --- |
| **Readings** | 2.1, 2.2, 2.3 |
| ***The Psychology of Multiculturalism in the Schools***  Ch. 5: Pathways on a Journey of Getting It: Multicultural Competence Training and Continuing Professional Development | |
| ***Assessing Culturally and Linguistically Diverse Students***   * Ch. 7: The Interview Process: Practical Guidelines * Ch. 8: Acculturational Factors in Psychoeducational Assessment | |
| ***National Association of School Psychologists***  [Vision, Mission, Core Values, & Priorities](https://www.nasponline.org/utility/about-nasp/vision-mission-core-values-and-priorities) of NASP | |
| ***American Counseling Association***  [2014 ACA Code of Ethics](http://www.counseling.org/docs/ethics/2014-aca-code-of-ethics.pdf?sfvrsn=4) as approved by the ACA Governing Council | |
| ***American Psychological Association***  American Psychological Association, (2008). [Report of the Task Force on the Implementation of the Multicultural Guidelines](https://www.apa.org/about/policy/multicultural-report.pdf). Washington, DC: Author. Retrieved from http://www.apa.org/pi/ | |
| ***Diversity Training Films***  **Rent** “The Color of Fear (Part One)” [90:00]. This is a 24-hour streaming rental. Once you make the purchase a link will be emailed to you.  **Note**. The film is about the pain and anguish that racism has caused in the lives of eight North American men of Asian, European, Latino, and African descent. Out of their confrontations and struggles to understand and trust each other emerges an emotional and insightful portrayal into the type of dialogue most of us fear, but hope will happen sometime in our lifetime. | |

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| **Preparation: Multicultural Interview** | N/A |
| **Identify** someone to interview before Week 3 who is culturally different from yourself. Attempt to find someone who is different from you on multiple dimensions of diversity such as race, gender, sexual orientation, nationality, disability, age group, social class, religion, and primary language.  **Refer** to Week 3 for complete instructions on the Multicultural Interview assignment. | |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Experiencing Racism** | 2.1, 2.2, 2.3 |
| **Respond** to the following prompts in the Experiencing Racism discussion forum by Wednesday:   * From your perspective, what is the most commonly held misconception about people of your culture? * Have you ever experienced racism? In what form? * Have you ever felt excluded based on your gender or culture? If so, describe the situation. If not, why do you think you haven’t experienced this? * Do you remember excluding others based on culture or gender?   **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ | |

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| **Assignment: Reflection #2** | 2.1, 2.2, 2.3 |
| **Write** an analysis and personal reflection of *The Color of Fear* film.  **Consider** the following questions:   * What is the significance of the copyright date? Why would you be required to watch such an ‘old’ film? How relevant can it be? * Where do you think we are at as a nation now? Consider the current political administration in your response. * Is racism declining? Over? A dead issue? Worse now than it ever was? Provide rationale for your opinion.   **Consider** this from the variety of different ethnicities from the discussion forum this week to get a well-rounded perspective.  **Note**. A general summary of the film is unacceptable for this assignment. Refer to the rubrics for evaluation domains.  **Submit** your analysis as a Word document by Sunday. | |

Week 3: Linguistically Diverse Students

Learning Objectives

|  |  |
| --- | --- |
| * 1. Analyze methods to effectively work with linguistically diverse students. | CLO5, CLO3 |
| * 1. Determine the importance of having a theoretical background in language acquisition. | CLO5, CLO3 |
| * 1. Interpret the disproportionality in special education and school psychology. | CLO6, CLO2 |

# Activities and Resources

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| --- | --- |
| **Readings** | 3.1, 3.2, 3.3 |
| ***The Psychology of Multiculturalism in the Schools***  Ch. 7: A Comprehensive, Multidimensional Approach to Assessment of Culturally and Linguistically Diverse Students | |
| ***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 * Ch. 5: Prereferral Considerations for Culturally and Linguistically Diverse Students | |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Diverse Students** | 3.1, 3.2, 3.3 |
| **Respond** to the following prompts in the Diverse Students discussion forum by Wednesday:   * What is the socioeconomic, racial, and home-language demographics of the school you are currently completing your practicum hours? * How are students grouped at school – gifted programs, language tracks, special education, etc? * What are the socioeconomic and racial demographics of these programs? What about the staff? * Is it possible to find public schools that are both socioeconomically diverse and educationally progressive? * Can diverse schools effectively serve children of different socioeconomic backgrounds and educational needs simultaneously? What are the challenges?   **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ | |

|  |  |
| --- | --- |
| **Assignment: Multicultural Interview** | 2.1, 2.2, 2.3 |
| **Interview** someone who is culturally different from yourself. Attempt to find someone who is different from you on multiple dimensions of diversity such as race, gender, sexual orientation, nationality, disability, age group, social class, religion, and primary language.  **Consider** the following questions for your interview:   * What are your thoughts or feelings about ‘multiculturalism’ or ethnic diversity? * Do you remember an experience, perhaps as a child, when you experienced feeling ‘different’? * What, for you, are some of the most important dimensions of diversity? What defines you better, culture, gender, age, disability, etc.? * What is your cultural and ethnic identity? Has this changed over time? * What are some memorable experiences from places you have lived? * Do you remember experiencing intergenerational conflict in your family? * Did you experience learning a second language? If so, how was it for you? How do you imagine it is for others today? * Do you recall experiencing bias or prejudice?   **Conduct** research about the ethnic or cultural group represented by your interviewee, focusing at the local, regional or national level.  **Write** a four-to six-page paper that includes the following:   * Introduction of the interviewee * Summary of the interview that outlines structure and content * Personal reflection where you are looking at your interviewees experience through your own experience:   + Thoughts   + Feelings   + Identification   + Recollections   + Reconstruction of reality   **Note**. An example of how you might phrase your reflection is, “As I was listening to Ms. X, I felt frustration and resentment because…,” or “As I listened to Mr. Y I instantly remembered my own experiences when…”  **Include** an APA formatted reference page of your sources.  **Submit** your paper as a Word document by Sunday. | |

Week 4: Social Justice & Privilege

Learning Objectives

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| --- | --- |
| * 1. Analyze the history and current state of systematic oppression. | CLO1, CLO2, CLO3 |
| * 1. Interpret the effect of social justice and privilege. | CLO3 |
| * 1. Determine the effect of racism, discrimination, and expectations of student achievements. | CLO4, CLO1, CLO6, CLO3 |

# Activities and Resources

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| --- | --- |
| **Readings** | 4.1, 4.2, 4.3 |
| ***Counseling the Culturally Diverse***   * Ch. 4: The Political and Social Justice Implications of Counseling and Psychotherapy * Ch. 5: The Impact of Systemic Oppression: Counselor Credibility and Client Worldviews * Ch. 6: Microaggressions in Counseling and Psychotherapy | |
| ***The Psychology of Multiculturalism in the Schools***   * Ch. 3: Social Justice and School Mental Health: Evolution and Implications for Practice * Ch. 4: Understanding Privilege in America * Ch. 6: Multicultural Practices and Response to Intervention | |
| ***Films***  **View** the following films:   * Crash, directed by Paul Haggis in 2004 * [White People](https://www.youtube.com/watch?v=_zjj1PmJcRM), 2015 MTV documentary   **Note**. Crash is available in DVD format through Netflix or on Showtime through Amazon. | |

# Assignments

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| --- | --- |
| **Discussion: Racial Differences** | 4.1, 4.2, 4.3 |
| MTV’s ‘White People’ is a groundbreaking documentary on race that aims to answer that question from the viewpoint of young white people living in America today.  **Respond** to the following prompts in the Racial Differences discussion forum by Wednesday:   * What does it mean to be white? * What was your first reaction when you saw the film? * What does being ‘colorblind’ mean to you? Do you think being ‘colorblind’, or not ‘noticing’ or acknowledging racial differences, is a goal we should strive for, or is it ‘running away from racial issues’ as mentioned in the film? Provide rationale for your opinion.   **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ | |

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| --- | --- |
| **Assignment: Reflection #3** | 4.1, 4.2, 4.3 |
| The film *Crash* differs from many other films about racism in its rather impartial approach to the issue. Rather than separating the characters into victims and offenders, victims of racism are often shown to be racist themselves in different contexts and situations. Also, racist remarks and actions are often shown to stem from ignorance and misconception rather than a malicious personality.  **Write** an analysis and personal reflection of *Crash*.  **Consider** the following questions:   * When Officer Ryan (Matt Dillon) said, “You think you know who you are? You have no idea,” how does that relate to your life regarding your interaction as a school psychologist with people from other ethnicities, cultures, or religions? * With which character do you most relate to? How is she or he like you? * What is the one small contribution you can make as a school psychologist to not perpetuate stereotypes about your own ethnicity?   **Note**. A general summary of the film is unacceptable for this assignment. Refer to the rubrics for evaluation domains.  **Submit** your analysis as a Word document by Sunday. | |

Week 5: Historical Perspective of Minority Groups

Learning Objectives

|  |  |
| --- | --- |
| * 1. Determine methods you can increase your cultural literacy of African Americans and individuals of multiracial descent. | CLO1, CLO2, CLO6 |
| * 1. Interpret multicultural issues in research and practical implications of these issues for school psychologists. | CLO1, CLO2, CLO6 |

# Activities and Resources

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| --- | --- |
| **Readings** | 5.1, 5.2 |
| ***The Psychology of Multiculturalism in the Schools***   * Ch. 2: Increasing Cultural Literacy: Historical Perspectives and Cultural Characteristics of Minority Groups * Ch. 8: Multicultural Considerations in School Consultation * Ch. 10: Multicultural Issues in Research: Practical Implications for School Psychologists | |
| ***Counseling the Culturally Diverse***   * Ch. 11: Racial/Cultural Identity Development in People of Color * Ch. 14: Counseling African Americans | |
| ***Alliant Library***  Powers, K. M., Hagans-Murillo, K. S., & Restori, A. F. (2004). [Twenty-five Years after Larry P.: The California Response to Overrepresentation of African Americans in Special Education](http://0-search.ebscohost.com.library.alliant.edu/login.aspx?direct=true&db=ehh&AN=15248197&site=ehost-live&scope=site). *California School Psychologist*, 9, 145-158. | |

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| **Preparation: Larry P. Interview** | N/A |
| **Schedule** a time to interview a school psychologist, preferably your practicum supervisor, before Week 6.  **Refer** to Week 6 for complete instructions on the Larry P. Interview assignment. | |

# Assignments

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| --- | --- |
| **Discussion: Intelligence Tests** | 5.1, 5.2 |
| **Respond** to the following prompt, about the *Twenty-five Years after Larry P.* article, in the Intelligence Tests discussion forum by Wednesday: The plaintiffs charged that the use of intelligence tests to place black children in such classes violated Title VI of the Civil Rights Act of 1964, the Rehabilitation Act of 1973, the Education for All Handicapped Children Act of 1975 (P.L. 94-142), and the equal-protection clauses of both the state and federal constitutions. Do you agree or disagree with this charge? Provide rationale for your response.  **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ | |

Week 6: Students with Disabilities

Learning Objectives

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| --- | --- |
| * 1. Analyze case history and ethical issues regarding students with disabilities. | CLO6 |
| * 1. Analyze special education legal and ethical issues regarding students with disabilities. | CLO5, CLO6, CLO1 |
| * 1. Explain historical perspectives and cultural characteristics of minority groups and diverse populations with disabilities. | CLO4, CLO1 |

# Activities and Resources

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| **Readings** | 6.1, 6.2, 6.3 |
| ***Counseling the Culturally Diverse***  Ch. 26: Counseling Women | |
| ***Assessing Culturally and Linguistically Diverse Students***  **Review** the following:   * 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 | |
| ***Online Resource***  [When the Chips are Down](http://p9.hostingprod.com/@learningstore.org/solidcactus/pdfs/Chips_V3.pdf) viewers’ guide by Richard D. Lavoie  This viewers’ guide is divided into three distinct—but inter-related—chapters:   * The Knowledge chapter will acquaint the reader with the specific aspects of the learning disabilities profile that can cause misbehavior. * The Philosophy chapter will outline some basic concepts which—when fully understood and effectively utilized—can be valuable as you develop your own behavior management plans. * The Techniques chapter will present dozens of field-tested strategies that can be used to monitor, evaluate, and manage children's behavior.   **Note**. The video for the viewers’ guide is available at the Alliant Library with limited copies. Consider checking out the video to view or organizing a local study group to view the video. | |

# Assignments

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| --- | --- |
| **Discussion: Poker Chips** | 6.1, 6.2, 6.3 |
| **Respond** to the following prompt in the Poker Chips discussion forum by Wednesday: As a school psychologist or counselor, how will you give poker chips to your students when you are working with them?  **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ | |

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| **Assignment: Larry P. Interview** | 6.1, 6.2, 6.3 |
| **Interview** a school psychologist, preferably your practicum supervisor, in regards to compliance with Larry P. and the assessment of African American children in California for Special Education purposes.  **Write** a two-page report of your interview that includes the following information:   * Challenges associated with Larry P. compliance. * District policy regarding the implementation of Larry P. * Criterion of eligibility for Special Education services. * Your interviewee’s thoughts about Larry P. and its feasibility in public schools. * If the implementation of Larry P. accomplished its purpose. * Your own impressions and reflection of Larry P.   **Submit** your report as a Word document by Sunday. | |

Week 7: Increasing Cultural Diversity

Learning Objectives

|  |  |
| --- | --- |
| * 1. Appraise your cultural literacy of sexual minorities such as gay, lesbian, bisexual, transgender, and queer (GLBTQ). | CLO4, CLO1 |
| * 1. Determine the role of schools in supporting GLBTQ students. | CLO3, CLO2 |

# Activities and Resources

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| --- | --- |
| **Readings** | 7.1, 7.2 |
| ***Counseling the Culturally Diverse***  Ch. 23: Counseling LGBT Individuals | |
| ***Dignity for All***   * Ch. 1: The Silent Minority * Ch. 2: Bullying of LGBT Students * Ch. 3: The Role of Schools * Ch. 4: Curriculum Matters | |
| ***Alliant Library***  [Guidelines for psychological practice with lesbian, gay, and bisexual clients](http://0-search.ebscohost.com.library.alliant.edu/login.aspx?direct=true&db=pdh&AN=2011-19419-001&site=ehost-live&scope=site). (2012). *American Psychologist*, 67(1), 10-42. | |
| ***Movie***  **View** “The Out List” directed by Timothy Greenfield-Sanders [58:00]. This movie features a diverse cross-section of accomplished leaders from entertainment, business, sports and public service sharing intimate stories on childhood, understanding gender and sexuality, building careers while out and reflecting on the challenges still facing the LGBT community.  **Note**. This movie is available for streaming through Netflix if you have an account. | |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Sexual Identity** | 7.1, 7.2 |
| **Respond** to the following prompts in the Sexual Identity discussion forum by Wednesday:   * When was the first time, or a significant time, when you became aware that some people had a different sexual identity than you. * When was the first, or a significant time, when you became aware that people were treated differently because they had different sexual identities? * As a child or young adult, what did you learn about lesbians and gay men from your parents, friends, or your religious experiences? * Have you ever been challenged about your beliefs and attitudes regarding different sexual identities? * What role should schools play regarding awareness of different sexual identities?   **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ | |

Week 8: Increasing Cultural Diversity continued

Learning Objectives

|  |  |
| --- | --- |
| * 1. Appraise your cultural literacy of American Indian, Alaska Natives, and Asian Americans. | CLO4, CLO1 |
| * 1. Appraise your cultural literacy of Latino Americans. | CLO4, CLO1 |

# Activities and Resources

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| --- | --- |
| **Readings** | 8.1, 8.2 |
| ***Counseling the Culturally Diverse***   * Ch. 16: Counseling Asian Americans and Pacific Islanders * Ch. 17: Counseling Latinas/os | |
| ***PBS***  **View** [Episode 6: Pass or Fail in Cambodia](http://www.pbs.org/wgbh/america-by-the-numbers/episodes/episode-106/) Town [26:46] from America by the Numbers with Maria Hinojosa. | |
| ***Amazon Video***  **View** “A Better Life” directed by Chris Weitz. This movie shows the modern-day struggles of illegal Hispanic immigrants, for whom ordinary problems can easily turn into personal catastrophes, and who cannot go to the police or the courts for protection.  **Note**. This movie is available for purchase or rental from Amazon. | |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Asian Americans** | 8.1 |
| **Respond** to the following prompts in the Asian Americans discussion forum by Wednesday:   * What assumptions have you made about Asian Americans? * Did it surprise you to know that Southeast Asian Americans have some of the lowest high school completion rates and are involved in gang violence? Why or why not?   **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ | |

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| --- | --- |
| **Assignment: Reflection #4** | 8.2 |
| **Write** an analysis and personal reflection of *A Better Life*.  **Consider** the following questions:   * In our current culture with Trump as our president, how do you feel about immigrants in our country? Make an argument for your position. * Did the film change your position? If so how? If not why? * In the film Carlos (the father) lost his truck, lost the money, and was deported. However, in the process of looking for the thief with his son, he gained something that was very important. What was it? * Were you able to put yourself in the fathers’ shoes and see the perspective of an undocumented immigrant that is looking for the American dream? Elaborate your response.   **Note**. A general summary of the film is unacceptable for this assignment. Refer to the rubrics for evaluation domains.  **Submit** your analysis as a Word document by Sunday. | |

|  |  |
| --- | --- |
| **Assignment: Vignettes** | CLO1, CLO2, CLO3, CLO4 |
| **Read** the Week 8 Vignette’s document where culture has an impact upon communication with school staff and families of children with learning difficulties.  **Write** a two- to three-page analysis of each vignette that includes the following:   * Identification of all the challenges presented * Methods and resources you recommend in order to support the best educational outcome for the child or children * Consideration of legal obligations and general constraints * Analysis of what you learned from evaluating the vignettes * Description of how it will help you as a school psychologist or school counselor   **Format** your analysis consistent with APA style guidelines with a cover sheet.  **Include** five references from any of the materials provided in the course. | |

# Bibliography

1. American Psychological Association, (2008). Report of the Task Force on the Implementation of the Multicultural Guidelines. Washington, DC: Author. Retrieved from <http://www.apa.org/pi/>.
2. Powers, K. M., Hagans-Murillo, K. S., & Restori, A. F. (2004). Twenty-five Years after Larry P.: The California Response to Overrepresentation of African Americans in Special Education. *California School Psychologist*, 9, 145-158. Retrieved from <http://0-search.ebscohost.com.library.alliant.edu/login.aspx?direct=true&db=ehh&AN=15248197&site=ehost-live&scope=site>.

# Rubrics

**Discussion Rubric** (Weeks 1–4 & 6–8)

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Exemplary**  **100%** | **Good**  **67%** | **Needs Improvement**  **33%** |
| **Initial Response to the Forum Topic**  (1 point) | Topic is addressed thoughtfully, supported by citations to experts and personal experience, and builds on prior posts. | Topic is addressed thoughtfully, but not thoroughly supported by citations to experts, personal experience, or previous posts. | Topic is addressed superficially and without evidence that prior posts were considered. |
| **Feedback to First Peer’s Response to the Forum Topic**  (.5 points) | Thoughtful feedback included all levels of the RISE model and will result in a substantive improvement in the work if implemented. | Feedback was thoughtful but did not include specific suggestions and references for improvement. | Feedback was superficial and did not cover all levels of the RISE model. |
| **Feedback to Second Peer’s Response to the Forum Topic**  (.5 points) | Thoughtful feedback included all levels of the RISE model and will result in a substantive improvement in the work if implemented. | Feedback was thoughtful but did not include specific suggestions and references for improvement. | Feedback was superficial and did not cover all levels of the RISE model. |

**Discussion Rubric** (Week 5)

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Exemplary**  **100%** | **Good**  **67%** | **Needs Improvement**  **33%** |
| **Initial Response to the Forum Topic**  (.5 point) | Topic is addressed thoughtfully, supported by citations to experts and personal experience, and builds on prior posts. | Topic is addressed thoughtfully, but not thoroughly supported by citations to experts, personal experience, or previous posts. | Topic is addressed superficially and without evidence that prior posts were considered. |
| **Feedback to First Peer’s Response to the Forum Topic**  (.25 points) | Thoughtful feedback included all levels of the RISE model and will result in a substantive improvement in the work if implemented. | Feedback was thoughtful but did not include specific suggestions and references for improvement. | Feedback was superficial and did not cover all levels of the RISE model. |
| **Feedback to Second Peer’s Response to the Forum Topic**  (.25 points) | Thoughtful feedback included all levels of the RISE model and will result in a substantive improvement in the work if implemented. | Feedback was thoughtful but did not include specific suggestions and references for improvement. | Feedback was superficial and did not cover all levels of the RISE model. |

**Reflection Rubric** (Weeks 1, 2, 4, & 8)

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Exemplary**  (100%) | **Good**  (66%) | **Needs Improvement**  (33%) |
| **Understanding Content**  (2 points) | Analysis shows a robust understanding of the films content | Analysis shows a sufficient understanding of the films content | Analysis lacks understanding of the films content |
| **Integration of Concepts**  (1 point) | Analysis thoughtfully integrates concepts from the readings | Analysis adequately integrates concepts from the readings | Analysis does not or poorly integrates concepts from the readings |
| **Perspective**  (1 point) | Analysis includes appropriate personal reflections and perspectives | Analysis includes adequate personal reflections and perspectives | Analysis does not include personal reflections and perspectives or they are inappropriate |
| **Critical Thinking**  (1 point) | Context and assumptions were thoughtfully considered; analysis included supporting data and evidence; conclusions, implications, and consequences were effectively assessed | Context and assumptions were adequately considered; analysis included supporting data and evidence; conclusions, implications, and consequences were assessed | Context and assumptions were not considered; analysis did not provide supporting data and evidence; conclusions, implications, and consequences were not assessed |