# 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

This course will clearly identify the major and historical occurrences within the fields of school psychology and school counseling to provide school-based practitioners with a broad perspective and appreciation of their work. At the end of this course you will have a better understanding of the regulations and characteristics of school systems; critical issues related to the development of school psychology and school counseling; and potential employment opportunities available to you.

# 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 (L.E.A.D.)** | **Generic** | **School Counseling Credential Specialization**  **(as applicable)** | **School Psychology Credential Specialization**  **(as applicable)** | **Assessment Title** |
| **CLO1**: Identify historical influences of general education, the field of school psychology and school counseling. | Engagement | Standard 13 | Standard 17 & 28 | Standard 18 & 19 | Week 8: Research Paper |
| **CLO2**: Determine the impact of educational policies, federal and state laws, statutes and case law on schools. | Engagement | Standard 1 | Standard 19 & 29 | Standard 19 | Week 8: Research Paper |
| **CLO3**: Analyze the effect of major educational components within school systems on how school psychologists and school counselors work with teachers, students, parents, school staff, administrators and outside agency personnel. | Application | Standard 10 & 13 | Standard 18 | Standard 18 | Week 8: Research Paper |
| **CLO4**: Identify regulations regarding credentialing, organizational and professional identity, training and practitioner growth, as well as professional organization. | Leadership | Standard 6 | Standard 17 | Standard 17 & 23 | Week 8: Research Paper |
| **CLO5**: Interpret the legal and ethical expectations and guidelines of the school psychologist and school counselor professional roles. | Application | Standard 6 | Standard 18 | Standard 19 | Week 4: Educational Philosophy Paper & Week 8: Research Paper |
| **CLO6**: Evaluate your impact on the direction of school psychology and school counseling on educational trends within the beginning of the 21st century. | Dedication | Standard 8 | Standard 20 & 28 | Standard 22 | Week 8: Research Paper |

# 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 | 10 hours |
| Week 2 | 6 hours | 10 hours |
| Week 3 | 6 hours | 11 hours |
| Week 4 | 5 hours | 12 hours |
| Week 5 | 5 hours | 12 hours |
| Week 6 | 5 hours | 11 hours |
| Week 7 | 8 hours | 12 hours |
| Week 8 | 5 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 3 of units) / 8 of weeks
* Preparation time: (30 x 3 of units) / 8 of weeks

# Required Course Materials

Jacob, S., Decker, D.M. & Timmerman, E. (2017) *Ethics and law for school psychologists* (7th ed.). New York: Wiley.

ISBN: 978-1119157069

Pulliam, J.D. & Van Patten, J.J., (2012). *History & social foundations of American education* (10th ed.). Upper Saddle, NJ: Pearson.

ISBN: 978-0132626132

**Optional Text**

Gysbers, N.C. (2010). *School counseling principles: Remembering the past, shaping the future: A history of school counseling*. Alexandria, VA: American School Counseling.

ISBN: 978-1929289271

Fagan, T.K., & Wise, P.S. (2007). *School psychology: Past, present, and future* (3rd ed). Bethesda, MD: National Association of School Psychologists.

ISBN: 978-0932955715

California Department of Education. (2009). *California special education programs: A composite of laws* (31st ed.). Sacramento, CA: [CDE]

ISBN: 0-8011-0852-7

# 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: Origins of Contemporary School Psychology & School Counseling 17](#_Toc471976414)

[Week 2: Historical Events that Helped Shape American Education 20](#_Toc471976415)

[Week 3: Important People in the Fields of School Psychology & School Counseling 22](#_Toc471976416)

[Week 4: Educational Philosophies 24](#_Toc471976417)

[Week 5: High-Stakes Assessment & Accountability in Education 26](#_Toc471976418)

[Week 6: Records, Privacy Issues, & Legal and Ethical Considerations 28](#_Toc471976419)

[Week 7: Current Trends & Challenges within the School Environment 31](#_Toc471976420)

[Week 8: Future Perspectives & Challenges 34](#_Toc471976421)

# 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 | 45 |
| Paper | 20 |
| Research Paper | 35 |

# Course Assessments

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Assessment** | **Due** | **Assignment Category** | **Point Value** |
| **Week 1** | |  |  |  |
|  | Discussion: Important Historical Issues |  | Discussion | 10 |
|  | Assignment: Reflection Paper |  | Paper | 20 |
| **Week 2** | |  |  |  |
|  | Discussion: Are Schools Failing |  | Discussion | 10 |
| **Week 3** | |  |  |  |
|  | Discussion: Working with Parents |  | Discussion | 10 |
| **Week 4** | |  |  |  |
|  | Discussion: Role & Function |  | Discussion | 10 |
|  | Assignment: Educational Philosophy Paper |  | Paper | 20 |
| **Week 5** | |  |  |  |
|  | Discussion: Testing |  | Discussion | 10 |
|  | Assignment: Research Paper–Rough Draft |  | Research Paper | 20 |
| **Week 6** | |  |  |  |
|  | Discussion: Scenarios |  | Discussion | 10 |
| **Week 7** | |  |  |  |
|  | Discussion: Education Reform |  | Discussion | 10 |
|  | Discussion: Educational Practices |  | Discussion | 10 |
| **Week 8** | |  |  |  |
|  | Discussion: Reflection |  | Discussion | 10 |
|  | Assignment: Research Paper |  | Research Paper | 50 |
| **Total Points** | |  |  | **200** |

Week 1: Origins of Contemporary School Psychology & School Counseling

Learning Objectives

|  |  |
| --- | --- |
| * 1. Analyze major events that shaped American general education. | CLO1 |
| * 1. Determine the impact of compulsory education in America. | CLO1, CLO2 |
| * 1. Identify the three main sources of public school law, constitution and amendments, legislative statues, and case law. | CLO1, CLO2 |

# Activities and Resources

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| --- | --- |
| **Readings** | 1.1, 1.2, 1.3 |
| ***Ethics and Law for School Psychologists***   * Ch. 1: Ethics in School Psychology: An Introduction * Ch. 2: Law and School Psychology: An Introduction | |
| ***History & Social Foundations of American Education***   * Ch. 1: Introduction: Applying History to Education Today * Ch. 2: Shaping the Schools: Philosophical, Social, and Psychological Foundations | |
| ***Lecture***  **View** the “Three Main Sources of Public School Law” lecture [8:05]. | |

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| **Readings from Optional Texts** | 1.1, 1.2, 1.3 |
| ***School Psychology***   * Ch. 1: Introduction to the Field of School Psychology * Ch. 2: Historical Development of School Psychology | |
| ***School Counseling Principles***  Ch. 1: The Genesis and Early Beginnings of School Counseling: Vocational Guidance | |

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| **Preparation: Research Paper** | CLO1, CLO2, CLO3 |
| This course requires a Research Paper that deals with the historical development and current status of one issue of education, school psychology, or school counseling.  **Read** the Examples of Issues document for ideas. You may select an idea from this list without instructor approval. If you select an issue not on the list, submit your issue to your instructor for approval.  **Review** complete assignment directions located in Week 8.  **Note**. A rough draft will be due in Week 5 and your final paper is due in Week 8. | |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Important Historical Issues** | 1.1, 1.2, 1.3 |
| **View** the “[Learning Matters: In Schools We Trust (1997)](https://www.youtube.com/watch?v=szA7wYCDhb0)” video [57:12] from YouTube.  **Respond** to the following prompts in the Important Historical Issues discussion forum by Wednesday:   * Based on the video, what important issues do you believe shaped current educational practices? * Based on the video and textbook readings, how have these issues impacted the field of psychology and counseling?   **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 Paper** | N/A |
| **Write** a 250-to 300-word reflection on why you became interested in the field of school psychology or school counseling.  **Format** your reflection consistent with APA guidelines.  **Submit** your reflection as a Word document by Sunday. | |

Week 2: Historical Events that Helped Shape American Education

Learning Objectives

|  |  |
| --- | --- |
| * 1. Interpret various events, approaches and legislative acts in America that helped shape education, school psychology and school counseling. | CLO1, CLO2 |
| * 1. Evaluate how selected events, approaches and legislative acts shaped American education, school psychology and school counseling. | CLO1, CLO2 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 2.1, 2.2 |
| ***History & Social Foundations of American Education***   * Ch. 3: American Education: Our European Heritage and the Colonial Influence * Ch. 4: American Education: The American Revolution * Ch. 5: American Education: 1812–1865 * Ch. 6: American Education: 1865–1918 | |
| ***Online Resources***   * [History of School Psychology Timeline](http://www.nyasp.org/pdf/sp_timeline.pdf) from the NY Association of School Psychology. * [Guidance and School Counseling – A Brief History of School Guidance and Counseling in the United States](http://education.stateuniversity.com/pages/2023/Guidance-Counseling-School.html) | |
| ***Lecture***  **View** the “Events that Helped Shape American Education” lecture [11:28]. | |

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| --- | --- |
| **Readings from Optional Texts** | 2.1, 2.2 |
| ***School Psychology***  **Review** Ch. 2: Historical Development of School Psychology | |
| ***School Counseling Principles***   * Ch. 2: The Expansion of Vocational Guidance in the 1920’s: New Purposes, Challenges and Terminology * Ch. 3: The 1930s: A Decade of Turbulence, Retrenchment and the Formation of a New Organizational Structure | |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Are Schools Failing** | 2.1, 2.2 |
| **View** the “[Geoffrey Canada: Our failing schools. Enough is enough!](https://www.ted.com/talks/geoffrey_canada_our_failing_schools_enough_is_enough)” video [17:07] from TED Talks.  **Respond** to the following prompt in the Are Schools Failing discussion forum by Wednesday: Compare this video with what John Dewey proposed around the turn of the century from the “*Learning Matters: In Schools We Trust (1997)*” video from Week 1.  **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 3: Important People in the Fields of School Psychology & School Counseling

Learning Objectives

|  |  |
| --- | --- |
| * 1. Compare various school and clinical psychologists and counselors throughout American history. | CLO1, CLO2 |
| * 1. Analyze the approaches of psychologists and counselors in history and how they shaped the American education system. | CLO1, CLO2, CLO3 |

# Activities and Resources

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| --- | --- |
| **Readings** | 3.1, 3.2 |
| ***Online Resources***   * “[Early Infantile Autism and the Refrigerator Mother Theory (1943-1970)](https://embryo.asu.edu/pages/early-infantile-autism-and-refrigerator-mother-theory-1943-1970)” from the Embryo Project at Arizona State University: Arizona Board of Regents. * Yudell, M. (2012). “[*Why are the French still blaming mothers for autism?*](http://www.philly.com/philly/blogs/public_health/Why-are-the-French-still-blaming-mothers-for-autism-.html#k0zJ0zvMdX4tBOJA.99)” The Inquirer Daily News: Philly.com. | |
| ***You Tube Videos***   * “[Blaming mothers for autism: REFRIGERATOR MOTHERS](https://youtu.be/2grGhSTCWQk)” [1:15] * “[Refrigerator Mothers](https://youtu.be/mgz3tvqBQ4o)” [2:38] * “[Heroism: REFRIGERATOR MOTHERS and Autism](https://youtu.be/WWB_OYWE3DQ)” [4:01] * “[Refrigerator Mothers](https://youtu.be/YnP7QxhJeng)” [3:12] * “[Bruno Bettelheim Attacks: REFRIGERATOR MOTHERS and AUTISM](https://youtu.be/TQY2oB3Rqdg)” [3:43] * “[Whites only: Racism and Autism. REFRIGERATOR MOTHERS](https://youtu.be/DtKJ0PCz4QI)” [1:58] * “[Fair Use & Documentary | Examples of Fair Use - Refrigerator Mothers:The Dark Past Clips](https://youtu.be/BxpZwlZALIQ)” [1:06] * “[Jake: Math prodigy proud of his autism](https://youtu.be/OR36jrx_L44)” [13:49] | |
| ***Lecture***  **View** the “Individuals Who Influenced the Fields of School Psychology and School Counseling” lecture [13:24]. | |

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| **Readings from Optional Texts** | 3.1, 3.2 |
| ***School Psychology***   * Ch. 8: Practica, Internships, and Job Considerations * Ch. 10: International School Psychology | |
| ***School Counseling Principles***  Ch. 4: The 1940s and 1950s: Expanding and Extending Guidance in the Schools | |

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| **Preparation: Research Paper** | N/A |
| **Select** an issue of education, school psychology, or school counseling to research. You may select an issue from the Examples of Issues document without instructor approval. If you select an issue not on this document, email your instructor for approval prior to beginning your research.  **Begin** working on your Research Paper due in Week 8. | |

# Assignments

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| --- | --- |
| **Discussion: Working with Parents** | 3.1, 3.2 |
| **Respond** to the following prompt in the Working with Parents discussion forum by Wednesday: How might you, as a school psychologist or school counselor candidate, approach working with a parent of a student with a difficult *learning challenge*?  **Utilize** the information provided by your textbook readings and video clips to support 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 4: Educational Philosophies

Learning Objectives

|  |  |
| --- | --- |
| * 1. Evaluate the efficacy of various educational and philosophical trends in American Education. | CLO2, CLO3 |
| * 1. Determine the impact of those educational and philosophical trends on the field of school psychology and school counseling. | CLO1, CLO3, CLO4, CLO5 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 4.1, 4.2 |
| ***History & Social Foundations of American Education***  **Review** Ch. 2: Shaping the Schools: Philosophical, Social, and Psychological Foundations | |
| ***Online Resource***  **View** the “[Idealism -Realism-Pragmatism](http://www.slideshare.net/drburwell/idealism-realismpragmatism)” Slide Share. | |

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| **Readings from Optional Texts** | 4.1, 4.2 |
| ***School Psychology***   * Ch. 3: The Employment Context of School Psychologists * Ch. 4: Roles and Functions of School Psychologists | |

# Assignments

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| --- | --- |
| **Discussion: Role & Function** | 4.2 |
| **Respond** to the following prompt in the Role & Function discussion forum by Wednesday: How does the statement “There is no single way to educate students?” fit within the role of the school psychologist or a school counselor?  **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: Educational Philosophy Paper** | 4.1 |
| **Consider** the following educational philosophies:   * Idealism * Realism * Pragmatism   **Write** a 250-to 300-word reflection paper on which philosophy is most compatible with your own beliefs.  **Explain** why you feel that philosophy fits the best.  **Format** your reflection consistent with APA guidelines.  **Submit** your reflection as a Word document by Sunday. | |

Week 5: High-Stakes Assessment & Accountability in Education

Learning Objectives

|  |  |
| --- | --- |
| * 1. Evaluate the efficacy of various methods of educational assessment practices in American Education. | CLO2, CLO3 |
| * 1. Determine the impact of those assessment practices on current practices in the field of school psychology and school counseling. | CLO3, CLO4, CLO5 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 5.1, 5.2 |
| ***Ethics and Law for School Psychologists***   * Ch. 3: Privacy, Informed Consent, Confidentiality, and Record Keeping * Ch. 6: Ethical and Legal Issues in Psychoeducational Assessment | |
| ***Education Week***  **View** the “[Learning Matters: Testing, Testing, Testing (1997)](https://www.youtube.com/watch?v=EmrLnpCUJJE)” video [56:47]. | |
| ***YouTube***  **View** the “[What is the standard deviation?](https://youtu.be/t8kDuV1Alt4)” video [3:15]. | |

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| **Readings from Optional Texts** | 5.1, 5.2 |
| ***School Psychology***   * Ch. 6: The Preparation of School Psychologists * Ch. 7: The Regulation of School Psychology | |
| ***School Counseling Principles***  Ch. 8: The Evolution of Accountability | |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Testing** | 5.1, 5.2 |
| **Respond** to the following prompts in the Testing discussion forum by Wednesday:   * What is the most significant think you learned from the Education Week and YouTube videos this week? * How would you use this information as a school psychologist or school counselor?   **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: Research Paper–Rough Draft** | CLO1, CLO2, CLO3 |
| At this point you should have completed all or most of your research for the Research Paper assignment due in Week 8.  **Begin** drafting a rough outline of your research paper that includes:   * Introduction of your issue * Explanation of why the issue is important * Indication of how the paper will be organized     **Submit** a rough draft or outline of your Research Paper assignment as a Word document by Sunday. | |

Week 6: Records, Privacy Issues, & Legal and Ethical Considerations

Learning Objectives

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| --- | --- |
| * 1. Evaluate the various issues in confidentiality, legal matters and ethical considerations directly related public schools today. | CLO3, CLO4, CLO5 |
| * 1. Determine the impact of legal and ethical considerations to the field of school psychology and school counseling. | CLO3, CLO4, CLO5 |

# Activities and Resources

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| --- | --- |
| **Readings** | 6.1, 6.2 |
| ***Ethics and Law for School Psychologists***  Ch. 7: Ethical and Legal Issues in School-Based Interventions  **Review** Ch. 6: Ethical and Legal Issues in Psychoeducational Assessment. | |
| ***History & Social Foundations of American Education***  Ch. 9: Educational Reform After 1980: The Search for Excellence | |
| ***Online Resources***   * Both Candidates   + View the “[FERPA](http://www.slideshare.net/kgriffin62/ferpa-10669680)” SlideShare   + Association of State and Territorial Health Officials, [Comparison of FERPA and HIPAA Privacy Rule for Accessing Student Health Data Fact Sheet](http://www.astho.org/uploadedFiles/Programs/Preparedness/Public_Health_Emergency_Law/Public_Health_and_Schools_Toolkit/04-PHS%20Comparing%20F%20and%20H%20FS%20Final%203-12.pdf)   + Twin Rivers Unified School District Student Services Department, [The School Attendance Review Board (SARB)](http://www.twinriversusd.org/depts/files/713/SARB_Trifold.pdf)   + National Coalition for the Homeless, [McKinney-Vento Act](http://www.nationalhomeless.org/publications/facts/McKinney.pdf) * School Psychologist Candidates   + California Association of School Psychologists, [Code of Ethics](http://www.casponline.org/pdfs/pdfs/code.pdf)   + National Association of School Psychologists, [Principles for Professional Ethics](https://www.nasponline.org/standards-and-certification/professional-ethics) * School Counseling Candidates   + American School Counselor Association, [Ethical Standards for School Counselors](https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf)   + American School Counselor Association, [The Role of the School Counselor](http://www.schoolcounselor.org/asca/media/asca/home/rolestatement.pdf) | |

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| **Readings from Optional Texts** | 6.1, 6.2 |
| ***School Counseling Principles***   * Ch. 7: Comprehensive Guidance and Counseling Programs Continue to Evolve * Ch. 8: The Evolution of Accountability | |

# Assignments

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| --- | --- |
| **Discussion: Scenarios** | 6.1, 6.2 |
| **Consider** the following scenarios:  #1. *Skipping* school has become a problem in your school. Your principal and the local police have been looking for students who are not in school during the day. You receive a phone call from the local police department asking if a particular student was in attendance in your class yesterday. They tell you that they are investigating whether the students were involved in some vandalism and need to know their whereabouts.  #2. You and one of your friends are talking about how much you're both looking forward to graduating next Spring. Your friend confides: "I had no idea how I'd ever get the research report done that is due next week but luckily I had enough money to hire a consultant to design the report and develop all the resources. And I was so relieved to find a good professional author who could write it all up for me!"  **Respond** to the following prompts in the Scenarios discussion forum by Wednesday:   * For the first scenario, can you provide the police with the information? Why or why not? * For the second scenario, how do you respond to your friend?   **Include** rationale for your responses using information from your text or the online resources provided this week.  **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 7: Current Trends & Challenges within the School Environment

Learning Objectives

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| --- | --- |
| * 1. Analyze past methods and educational practices in American Education. | CLO1, CLO2 |
| * 1. Evaluate the impact of current methods and educational practices in American Education on school psychology, school counseling, and general education today. | CLO3, CLO4 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 7.1, 7.2 |
| ***Ethics and Law for School Psychologists***  **Review** the following:   * Ch. 1: Ethics in School Psychology: An Introduction * Ch. 2: Law and School Psychology: An Introduction | |
| ***History & Social Foundations of American Education***  **Review** Ch. 9: Educational Reform After 1980: The Search for Excellence | |
| ***Alliant Library***  Gruenert, S. (2008). [School Culture, School Climate: They Are Not the Same Thing](http://0-search.ebscohost.com.library.alliant.edu/login.aspx?direct=true&db=ehh&AN=30752075&site=ehost-live&scope=site). *Principal*, 87(4), 56-59. | |
| ***Online Resources***   * “[Your Rights Under Section 504 of The Rehabilitation Act](https://www.hhs.gov/sites/default/files/ocr/civilrights/resources/factsheets/504.pdf)” Fact Sheet from the U.S. Department of Health and Human Services. * [Section 504 Packet](http://www.lease-sped.org/files/Forms/504/Complete_Packet.pdf) from the LaSalle/Putnam County Educational Alliance for Special Education | |

|  |  |
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| **Readings from Optional Texts** | 7.2 |
| ***School Psychology***   * Ch. 5: Evaluation and Accountability of School Psychologists * Ch. 6: The Preparation of School Psychologists | |
| ***School Counseling Principles***  Ch. 6: Putting Comprehensive Guidance and Counseling Programs into Practice in the 1980s and 1990s  **Review** Ch. 7: Comprehensive Guidance and Counseling Programs Continue to Evolve | |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Education Reform** | 7.1, 7.2 |
| **View** “[The Education of Michelle Rhee](http://www.pbs.org/wgbh/frontline/film/education-of-michelle-rhee/)” video [53:40] from PBS Frontline.  **Respond** to the following prompts in the Education Reform discussion forum by Wednesday:   * Do you think Michelle Rhee adequately answered the question or issue as to whether she thought cheating was being used in the district to raise test scores? Why or why not? * How has her education reform efforts impacted educational practices today?   **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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| --- | --- |
| **Discussion: Educational Practices** | 7.1, 7.2 |
| **Read** the following Issue Brief:  Rudd, T. (2014). [*Racial disproportionality in school discipline: Implicit bias is heavily implicated*](http://kirwaninstitute.osu.edu/wp-content/uploads/2014/02/racial-disproportionality-schools-02.pdf). Kirwan Institute for the Study of Race and Ethnicity: Ohio State University.  **Consider** the following statement: “Zero Tolerance simply does not work for many students, especially students of color who seem to get suspended and/or expelled more often than their white counterparts.”  **Respond** to the following prompt in the Educational Practices discussion forum by Friday: Do you agree or disagree with the statement? 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!’ | |

Week 8: Future Perspectives & Challenges

Learning Objectives

|  |  |
| --- | --- |
| * 1. Analyze current educational trends as they relate to school psychology and school counseling. | CLO5, CLO6 |
| * 1. Evaluate your potential impact and contributions in the field of school counseling or school psychology. | CLO5, CLO6 |

# Activities and Resources

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| --- | --- |
| **Readings** | 8.1, 8.2 |
| ***Ethics and Law for School Psychologists***  **Review** Ch. 7: Ethical and Legal Issues in School-Based Interventions  Ch. 8: Indirect Services I: Ethical-Legal Issues in Working with Teachers and Parents | |
| ***History & Social Foundations of American Education***  Ch. 10: Issues in Modern American Education | |
| ***Online Resources***  [Addressing Current and Future Challenges in Education](http://www.leadered.com/pdf/2014MSC_AddressingCurrentandFutureChallenges.pdf) from the 22nd Annual Model Schools Conference: International Center for Leadership in Education. | |
| ***Lecture***  **View** the “Ethical Standards & Concerns for School Counselors and School Psychologists” lecture [8:33]. | |

# Assignments

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| --- | --- |
| **Discussion: Reflection** | 8.2 |
| **Respond** to the following prompt in the Reflection discussion forum by Wednesday: To what extent do you believe this course material has helped you define your future role as a school psychologist or school counselor and the impact you may have in a school district?  **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: Research Paper** | 8.1 |
| **Write** an 8-to 10-page research paper on an issue of education, school psychology, or school counseling.  **Include** the following in your paper:   * Historical development of the issue * Current status of the issue * Impact on the education system or field of school counseling or school psychology   **Provide** a minimum of six references that include at least one course text.  **Format** your paper consistent with APA 6th edition guidelines. | |

# Bibliography

1. Arizona Board of Regents. (2014). *Early Infantile Autism and the Refrigerator Mother Theory (1943-1970)*. Embryo Project at Arizona State University: The Embryo Project Encyclopedia. Retrieved from <https://embryo.asu.edu/pages/early-infantile-autism-and-refrigerator-mother-theory-1943-1970>.
2. Gruenert, S. (2008). School Culture, School Climate: They Are Not the Same Thing. *Principal*, 87(4), 56-59. Retrieved from <http://0-search.ebscohost.com.library.alliant.edu/login.aspx?direct=true&db=ehh&AN=30752075&site=ehost-live&scope=site>.
3. Yudell, M. (2012). “*Why are the French still blaming mothers for autism?*” The Inquirer Daily News: Philly.com. Retrieved from <http://www.philly.com/philly/blogs/public_health/Why-are-the-French-still-blaming-mothers-for-autism-.html#k0zJ0zvMdX4tBOJA.99>.

# Rubrics

**Discussion Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Exemplary**  **5 pts** | **Good**  **3-4 pts** | **Needs Improvement**  **1-2 pts** |
| **Initial Response to the Forum Topic**  (5 pts) | 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 Peer’s Response to the Forum Topic**  (5 pts) | 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. |

**Paper Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Above Standards**  **5 pts** | **Meets Standards**  **4 pts** | **Approaching Standards**  **3 pts** | **Below Standards**  **1-2 pts** |
| **Focus or Thesis Statement**  (5 points) | The thesis statement names the topic of the essay and outlines the main points to be discussed. | The thesis statement names the topic of the essay. | The thesis statement outlines some or all of the main points to be discussed but does not name the topic. | The thesis statement does not name the topic AND does not preview what will be discussed. |
| **Selection of Considerations & Evidence**  (5 points) | The most important considerations for this issue are identified and discussed objectively. Many references and examples from current professional sources are cited. | Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports a position on the issue. Includes a few citations. | At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports a position on the issue. A significant consideration is missed or evidence is very weak. | Considerations are not relevant or not explained. |
| **Transitions**  (5 points) | A variety of thoughtful transitions are used. They clearly show how ideas are connected. | Transitions show how ideas are connected, but there is little variety. | Some transitions work well, but some connections between ideas are unclear. | The transitions between ideas are unclear OR nonexistent. |
| **Grammar & Spelling**  (5 points) | Author makes no errors in grammar or spelling that distract the reader from the content. | Author makes 1-2 errors in grammar or spelling that distract the reader from the content. | Author makes 3-4 errors in grammar or spelling that distract the reader from the content. | Author makes more than 4 errors in grammar or spelling that distract the reader from the content. |

**Research Paper Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Exemplary**  **10 pts** | **Good**  **7-9 pts** | **Needs Improvement**  **4-6 pts** | **Poor**  **1-3 pts** | |
| **Elements**  (10 pts) | Paper addresses the key elements required and goes beyond the parameters of the assignment. | Paper addresses the key elements required and meets the parameters of the assignment. | Paper attempts to address a few of the key elements required but is missing information. | | Paper does not address the key elements required of the Paper. |
| **Analysis and Evidence**  (10 pts) | Paper shows an in-depth analysis with a firm understanding of the concepts. Evidence is relevant with a strong connection to the main point. | Shows a level of analysis with a clear understanding of concepts. Evidence is used to support the Paper but some is unclear or irrelevant. | Paper provides some analysis, but connections made are unclear or inaccurate. Some evidence used but does not clearly support the analysis. | | Lacks an in-depth analysis and fails to provide an understanding of the concepts. No evidence used or evidence does not support the analysis. |
| **Structure**  **and adherence to APA format**  (10 pts) | Paper is organized well, follows a logical structure, and transitions well. All content presented are coherent and clearly states points. | Organized logically and flows smoothly. Most content presented are coherent, transitions well, and clearly states points. Only a few areas seem disconnected and vague. | Shows some organizational structure, however not all parts are cohesive. Some areas are difficult to follow and lack development. | | Flow of the Paper is difficult to follow. Overall, Paper lacks cohesion and clarity. |
| **Grammar and Spelling**  (10 pts) | Paper follows proper structure, grammar and spelling. Little to no errors throughout the entire Paper. | Paper follows proper structure, grammar, and spelling. Few errors are shown. | Paper follows some proper structure, grammar, and spelling but contains enough errors to distract the viewer. | | Paper contains many errors in grammar, and spelling. |
| **Citation**  (10 pts) | Sources used follow guidelines required by the college. There are little, to no errors made. | Sources used follow guidelines required by the college; however, there are a few errors. | Minimal sources used and inconsistently follows guidelines required by the university. | | No sources used or sources used do not follow proper guidelines required by the university. |