



*Preparing people to lead extraordinary lives*

**ETHICS & PROFESSIONAL SCHOOL PSYCHOLOGY  
CIEP 462 - Fall 2020 (001)**

**Instructor Information**

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**Phone: (312) 915-6803**

**Classroom: Blended/Hybrid**

**Time: Tuesdays 1:00-3:30 pm (synchronous and asynchronous sessions -see Course Outline and Calendar below)**

**Virtual Office Hours: By Appointment**

**Responsiveness: 24/7 Policy-If you email me, expect a response in 24 hours, 7 days a week**

**Course Description**

This course provides students with an introduction and overview of the profession of school psychology, with an emphasis on ethical school psychology practice. The course is organized around three sections. First, the course provides a broad overall introduction to the field of school psychology, including the history and current state of school psychology practice and research. The next section goes into more depth about school psychology functions, roles, competency and best practice in culturally and linguistically diverse schools and other settings. In line with the program's social justice mission, the role of school psychologists in addressing inequities and supporting those with minoritized identities will be emphasized. The third section focuses on major ethical guidelines/standards driving the field, the ethical context in which school psychology practice takes place, with consideration of pertinent professional, legal, and societal regulations and realities.

**School of Education Commitment: COVID-19**

Loyola's School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the 2020-2021 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of *Cura Personalis*, or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on [Loyola's COVID-19 Response webpage](#) for information, supports, and resources on basic needs such as housing, food, financial aid, and

medical and mental health. This web page also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. We know this will be a semester like none other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

**\*COVID-19 Reporting Protocol:** In preparation for our upcoming semester, Loyola University Chicago's Emergency Response Management team has been working to develop [protocols](#) in accordance with Centers for Disease Control and Prevention (CDC) guidelines that help ensure the health and safety of our community. Given the rising number of COVID-19 cases across our country, it is very likely that incidence within our community will occur in the fall.

Students, faculty, and staff who have tested positive for COVID-19 must report their case to the University as soon as possible. **If you have tested positive for the virus, please contact us at [covid-19report@LUC.edu](mailto:covid-19report@LUC.edu) or by calling 773-508-7707. All COVID-19-related questions or feedback should continue to be sent to [covid-19support@LUC.edu](mailto:covid-19support@LUC.edu), not the new case reporting email address.**

## Course Learning Outcomes

*At the completion of this course, students will be able to:*

- Demonstrate an understanding of the basic history of the field of school psychology.
- Compare and contrast the role of the school psychologist with other specialized instructional support personnel (SISP), such as school social workers, school counselors, school nurses, speech and language clinicians, occupational therapists.
- Articulate the various roles and functions of school psychologists, including the cultural and societal context of school psychology practice in a range of school settings and locations.
- Identify ethical issues related to the practice of school psychology and apply an ethical problem-solving model to address specific ethical issues that may arise in practice.
- Describe the role of school psychologists' in promoting equity, diversity and cultural competence within their schools/professional organizations and the field.
- Develop an emerging professional identity within the field of school psychology, including understanding the major professional organizations and licensure/certification processes within the field.
- Select, read, and summarize research and theoretical publications related to the practice of school psychology and integrate that knowledge into their professional roles and responsibilities.
- Demonstrate knowledge of:
  - The relationship between school psychology and special education within a multi-tiered system of support
  - Organization and operation of the schools
  - Emerging service roles and reform: early intervention, consultation, prevention, multi-tiered systems of support, anti-racism, institutional racism/bias, alternative assessment models, etc.

- Legal influences and professional standards
- Relationships with other professionals – educational, mental health professionals, etc.

### Primary APA Competencies Covered in this Course

- I. Professionalism
  - 1. Professional Values and Attitudes
  - 2. Individual and Cultural Diversity
  - 3. Ethical Legal Standards and Policy
  - 4. Reflective Practice/Self-Assessment/Self-Care
- VI. Systems
  - 14. Interdisciplinary Systems
  - 16. Advocacy

### Primary NASP 2020 Standards Covered in this Course

- Domain 1: Data-Based Decision Making
- Domain 2: Consultation and Collaboration
- Domain 3: Academic Interventions and Instructional Supports
- Domain 4: Mental and Behavioral Health Services and Interventions
- Domain 5: School-wide Practices to Promote Learning
- Domain 6: Services to Promote Safe and Supportive Schools
- Domain 7: Family, School and Community Collaboration
- Domain 8: Equitable Practices for Diverse Student Populations
- Domain 9: Research and Evidence-Based Practice
- Domain 10: Legal, Ethical, and Professional Practice

### Conceptual Framework

Our School of Education Conceptual Framework ***Social Action through Education*** and conceptual framework standards are available at: <http://www.luc.edu/education/mission/>. This course seeks to embody the tenets of the SOE Conceptual framework through its focus on providing 1st year graduate students in School Psychology (Ed.S. and PhD) with an introduction to the state of the field, best practices, and ethical decision-making in the field. The course addresses diversity and social justice through a focus on how school psychology service delivery should be provided with respect to race/ethnicity, gender, gender identity, sexual orientation, language, disability and socio-economic status. Social justice undergirds the course with a focus on how institutional biases and historical racism impacts school psychology service delivery in schools. Therefore, ethics and best practices in school psychology means that school psychologists must be advocates and allies in the mitigation of biases and discrimination of all kinds, whether at the individual, school, community or societal level. The course integrates content on social justice and diversity by analyzing the sociocultural systemic and institutional barriers that deny students from culturally and linguistically diverse backgrounds with equitable access to appropriate educational, wellness, mental health and social supports.

## SOE Vision

The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

## SOE Mission

The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.

## Dispositions

All students are assessed on one or more dispositional areas of growth across our school psychology programs: **Professionalism, Inquiry, and Social Justice**. You will be assessed on all three areas of growth within the course. In this course, we focus on **professionalism** in your initial understanding of school psychology service delivery at the local, state and national level. We begin an exploration about roles and functions of school psychologists through a **social justice** and equity lens, with a particular focus on the degree to which groups historically disenfranchised in schools can be supported in applied school psychology practice by individual school psychologists and as a field. The **inquiry** is focused on how school psychologists in a range of settings, including schools, clinics and hospitals, engage in best practices through assessment, counseling, intervention, consultation, system change work, advocacy and other professional activities in providing behavior, social-emotional and academic supports with students in today's schools. Disposition data are reviewed by school psychology program faculty on a regular basis and this review informs the annual review of progress. Every student in the school psychology PhD and Ed.S. training programs are assessed on all dispositions in every school psychology course. You can find the rubric used by all school psychology faculty to assess your dispositions in the Ed.S. and PhD School Psychology handbooks and posted on LiveText at [www.livetext.com](http://www.livetext.com) (login with your Loyola student ID and then click on the course "CIEP 462", where the School Psychology disposition rubric will populate).

## Required Textbooks, Readings, Technology and Software

Burns, M.K. (Ed.). (2019). *Introduction to school psychology: Controversies and current practice*. Cary, NC: Oxford University Press.

Jacob, S., Decker, D.M., Timmerman Lugg, E. (2016) (7<sup>th</sup> ed). *Ethics and law for school psychologists*. Wiley: New York. This is available online at Loyola University Chicago library here: <https://loyola-primo.hosted.exlibrisgroup.com/primo->

[explore/fulldisplay?docid=01LUC\\_ALMA51177930520002506&context=L&vid=01LUC&search\\_scope=Alma&isFrbr=true&tab=alma&lang=en\\_US](https://www.almalearning.com/explore/fulldisplay?docid=01LUC_ALMA51177930520002506&context=L&vid=01LUC&search_scope=Alma&isFrbr=true&tab=alma&lang=en_US)

Harrison, P.L. & Thomas, A. (Eds). *Best practices in school psychology*. (selected chapters from 4 volume series). National Association of School Psychologists. Bethesda, MD: Author.

Articles listed in course outline below, PDFs or Wes-Site links posted on Sakai by week of course

**Sakai:** You will use Sakai to access all instructional materials and to submit assignments. Step by step instructions for using Sakai are here: [Sakai Student Site](#). For additional assistance, contact the IT Service Desk at [itsservicedesk@luc.edu](mailto:itsservicedesk@luc.edu) or (773) 508-4487.

**Zoom:** We will use Zoom for weekly online meetings and office hours. In these meetings, you can share your audio and video with the rest of the class. You will need to download and install Zoom on the computer you plan to use for online meetings. View [How do I download Zoom?](#) for additional instructions. A camera and microphone are recommended to fully participate in the online meetings. Many laptops will already have a microphone and camera built-in. If you do not have a microphone, there is a call-in option. If you would like to test Zoom before our first scheduled meeting, view [How do I test prior to joining a meeting?](#) To join the Zoom meeting for this course, you will select the **Zoom** tab from the tool menu on the left-hand side of the page and select the appropriate meeting. For additional Zoom assistance, you can contact 24/7 Zoom support. Visit [How do I contact Zoom support?](#) (cut and pasted directly from template provided by Loyola's Office of Online Learning).

It is also recommended that you purchase a quality headset. Also, please test the microphone/sound on the device you will be using to join synchronous classes. For additional assistance, contact the IT Service Desk at [itsservicedesk@luc.edu](mailto:itsservicedesk@luc.edu) or 773-508-4487.

## Course Assignments

**Assignment Summary Table:** Course Assignments/Due Dates/Possible Points (Sakai calendar is populated with week-to-week deadlines for your reference as well). See detailed information about each assignment later in the syllabus.

Course Requirement/Assignment	Due Date	Possible Points
School Psychologist Interview-Group interview of assigned practicing school psychologist. Typed questions and responses are submitted by each student. Each student submits an individual reaction paper	9/22/20	10

<u>School Psychology Leader Interview</u> - Individual interview of leader in the field of school psychology. Typed questions and responses are submitted by each student. Each student submits an individual reaction paper	11/3/20	10
<u>School Administrator Interview</u> -Group interview of assigned school administrator. Typed questions and responses are submitted by each student. Individual reaction paper.	10/27/20	10
<u>Parent Interview</u> -Individual interview of parent/caregiver that is not one's family member. Typed questions and responses are submitted by each student. Individual reaction paper.	10/20/20	10
<u>Annotated Bibliography</u> -Aligned with the M.Ed. portfolio, submit three annotated bibliography entries for all ten NASP domains. Rubric appended to the syllabus	<u>Domain 1</u> -9/15 <u>Domain 2</u> -9/29 <u>Domain 3</u> -9/29 <u>Domain 4</u> -10/6 <u>Domain 5</u> -10/13 <u>Domain 6</u> -10/13 <u>Domain 7</u> -10/20 <u>Domain 8</u> -10/27 <u>Domain 9</u> -9/15 <u>Domain 10</u> -11/10	30 (3 points per domain)
<u>Ethical Dilemma Presentation and Paper</u> - Aligned with the M.Ed. portfolio, creation of a partner power point presentation showing how an ethical dilemma is resolved through application of a problem- solving model. Submission of individual reflection paper by each student. Rubric appended to the	12/1 or 12/8	25
<u>Class Participation</u> - Contributing topics/questions to the synchronous discussion based on readings, applied activities, asynchronous and synchronous lectures	Points assigned on 12/1	5
<b>TOTAL POSSIBLE POINTS</b>		<b>100</b>

Final course grades will be assigned as follows:

Class Percentage%	Grade
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
60-66	D
<60	F

### ASSIGNMENTS/LATE WORK POLICY

Readings are due before the start of class on the date indicated on the course schedule. Assignments are also due before the start of class on the date on the course schedule and must be submitted on Sakai.

Please contact me prior to a deadline in order to be eligible for an extension. If you have a significant medical problem or emergency situation, please contact me as soon as possible to discuss making up work/turning in late assignments. All extensions/make-ups are at my discretion.

All written assignments (unless otherwise specified) must be typewritten and conform to the writing style and formats specified in the Publication Manual of the American Psychological Association, 7<sup>th</sup> edition. **Note:** More detailed instructions and grading rubrics will be provided on Sakai and/or in class for major course assignments listed below.

### ATTENDANCE POLICY

Students are expected to attend all classes and participate in class discussions and activities. As graduate students, I expect that all of you will engage deeply with the course readings, synchronous and asynchronous learning materials and activities. You should come to our synchronous classes ready to contribute. If you need to miss a synchronous class, or are unable to do the asynchronous work, please email me as soon as possible. I will work with students on a one-on-one basis to determine if the absence and/or work is excused and any follow-up next steps to make up the work. If you have to miss class for an excused reason (e.g., religious holiday, University-sanctioned activity, verified illness), please reach out to me beforehand to make arrangements.

### **Class Participation: 5%**

Successful learning in this course depends greatly on student participation and preparation. Your full participation and engagement are expected in both the live synchronous classes and asynchronous class activities. Participation will be evaluated by student engagement in class discussions and completion of in-class activities/assignments, whether synchronous or asynchronous. Participation is more than talking in class; participation means allowing oneself to become engaged in the learning process. Good examples of participation include contributing comments and examples from your experiences, as well as building on the comments of others, raising questions, and listening and responding to others' comments and contributions. **For this course, students are expected to bring 3-5 questions/comments on the readings, webinars, online instructional materials to each synchronous class session to help facilitate engaging and useful class discussions as a large group and in breakout groups.**

### **Interviews: 40% (Each interview is 10% of grade; or 10 points)**

Throughout the semester you will conduct 4 different interviews, two in groups and two individually. Interviews will be conducted with: (1) a practicing school psychologist in the Loyola EdD program, (2) a leader in the field of school psychology, (3) a parent of a school-age child, and (4) a school administrator. For all interviews, you and/or your group members will create an interview protocol with questions to ask during the interview. Following completion of every interview, each student will submit one typed document that contains the interview questions and the interviewee responses whether it is done as individuals or in a group and a reaction paper analysis. More detailed information about the types of information I am looking for each of the four interviews is as follows:

1. ***School Psychologist:*** Group interview and individual student product. In groups of 3-4, you will interview a practicing school psychologist assigned by the instructor and who has agreed in advance to be interviewed. The practicing school psychologist is also a student in the Loyola University Chicago EdD School Psychology Program. **If you are a student in the Urban Fellows program, you will be assigned a school psychologist practicing in an urban setting.** First, develop a set of interview questions that your group can come to consensus about. While there isn't a required set number, roughly between 9-12 questions should address the content I am asking for. Have one person in your group serve as the "contact" who reaches out to the school psychologist to schedule a zoom interview which all group members should attend. At the interview, take turns asking the questions, which should broadly cover the following:
  - a. **Questions about the reality of working as a school psychologist.** What is it like? What was one or more things that are surprising to you in the "real world" of your job as a school psychologist? What was similar to what you expected? What was different? How did your



training prepare you? What was one area of school psychology practice that you would have wanted more preparation in?

- b. **Questions about the local context.** What is the community you work in like? What is the student, teacher, administrator, demographics of the school? Does the community demographics match the demographics of those that work in/lead the school? Do those that work in the school reflect the racial/ethnic, economics, other demographics of the community? What does the school psychologist think about the demographic match/mismatch?
- c. **Questions about how the district views school psychology service delivery.** Are the services that are delivered comprehensive and aligned with NASP 2020 standards? What types of school psychology services have been delivered in the past? What does the school psychologist like to do that is part of the role? What is an area of practice the school psychologist would like to do more of? What would it take to do it? What are some down sides to the job? What is the best part of the job? What is the most challenging?
- d. **Questions about COVID-19 and how the school district is handling instruction, support of parents/family members, staff and the community in the midst of it.** Is instruction fully online, blended, face-to-face? What has been the most challenging parts of COVID-19 and opportunities for the role the school psychologist is currently in/job functions and responsibilities.
- e. **Questions about how the school district has responded to the recent tragic deaths of Eric Garner, Trayvon Martin, Michael Brown, Tante Parker, Tamir Rice, Walter Scott, Breonna Taylor, Ahmaud Arbery, George Floyd, Tony McDade and many other countless Black lives lost due to racism and police brutality.** Questions about how your interviewee has responded, would like to respond, and views the role of school psychologists in ant-racism work, inequities and police brutality.
- f. **You should also provide an opportunity for your interviewee to provide any other insights** about practicing in the field/or reflect on questions that should have been asked in the interview, but were not from the perspective of the interviewee.
- g. If you are an Urban Fellow student, your interview questions and reaction paper should also address how the context of the urban setting impacts school psychology practice and service delivery.

The product to turn in to the professor is a document with the interview questions and the responses to each one transcribed/typed out. Each student should submit the interview questions and responses even though the interview is being done on a group basis. Each individual student should also submit a 3-4 (estimated) page reaction paper to the interview, covering what surprised you/what were some points mentioned that you didn't expect, what were issues mentioned that you had expected/anticipated, what new insights were gained from the interview, and what unanswered questions remain as a result of the interview?

2. **School Psychology Leader:** Individual interview and individual assignment product. Please contact the professor with possible areas in school psychology you are interested in so I can help you think through a potential leader to reach out to and help you make the connection with the leader. You are in your first year of the program, so it is understandable that your area of interest may be broad and general, such as one of the NASP 2020 Standards (i.e., data-based decision-making, consultation) or a more narrow topic you want to focus on (i.e., a specific subpopulation or topic, such as social-emotional screening, functional analysis of behavior/behavior intervention, bilingual school psychology, early childhood services, autism). Possible interview subjects include but are not

limited to chapter authors in the Burns (2019) book, persons in major state, national or international leadership roles for school psychology organizations (i.e., NASP, Division 16 of APA, International School Psychology Association, Illinois School Psychologists Association); school psychology journal editors; and individuals who are doing research, advocacy or practice in an area of school psychology that is of particular interest to you. While there isn't a set "required number" of questions, you should come prepared with 8-10 questions. The purpose of this assignment is for you to have contact with a leader in the field who has done work in an area of interest to you. Among the questions I would like all of you to ask are: 1) why did the leader choose school psychology as a profession?, 2) what were the leader's career goals when a first year graduate student in school psychology and how, if at all, did they change?, 3) what twists and turns have their careers taken since graduate school?, 4) what do they know now that they wish they knew when they were at your stage in graduate school?, and 5) what changes do they anticipate taking place in the field of school psychology in the future? Also, feel free to pose additional questions that may be specific to the topic/area of focus or the individual's career.

The product to turn in to the professor is one document with the interview questions and the responses to each one transcribed/typed out. Each individual student should submit a 3-4 (estimated) page reaction paper to the interview, covering what surprised you/what were some points mentioned that you didn't expect, what responses were what you expected, what new insights did you gain from the interview, and what unanswered questions remain for you about the topic/area of interest to you that the leader spoke of?

3. ***Parent/Caregiver:*** Individual interview and individual assignment product. For this assignment, you are to identify a parent/primary caregiver of a current school-age child or children to interview. Family members are excluded from consideration as interviewees. Your primary goal with this assignment is to get a parent/caregiver's perspective on what he/she views as the role of families and of schools in facilitating the education of children. Once again, there isn't a set number of questions, yet you should come prepared with roughly 8-10 questions.

Some areas of questions are as follows. Does he/she view educators as being the "experts" and his/her role as more secondary when it comes to education? Does he/she think that families and schools should be actively collaborating? If so, in what ways? What types of contacts has he/she received from schools about his/her children and were these contacts helpful? What I would like you to get at in your interview is this parent/caregiver's view of the ideal relationship between home and school. I would also like for you to ask specific questions relating to their own experiences interacting with schools and their reaction to these experiences.

The product to turn in to the professor is one document with the interview questions and the responses to each one transcribed/typed out. Each individual student should turn in a 3-4 (estimated) page reaction paper to the interview, covering the new learnings you took away from the parent's perspective in how school psychologists can ideally work with families. Provide any insights from the interview on how school psychology as a field can advocate on behalf of families and children. Make note of any cultural considerations you draw from the interview in how school psychologists can better serve families from culturally and linguistically diverse backgrounds. Be sure to describe the implications of the interview for your own training in school psychology as well.

4. ***Administrator:*** Group interview and individual assignment produce. Your will be assigned to groups of 3-5 to interview a building/district administrator (e.g., principal, assistant

superintendent, director of special education, director of school psychological services) to gain his/her perspective about the current role of the school psychologist, the ideal role of the school psychologist and future aspirations for school psychologists from an administrator's viewpoint. Your goal is to gain an understanding of how the administrator views the school psychologist in his/her school or district and how this perspective aligns with what you are learning in class. Similar to other interviews, there is not set number, but you should come prepared with roughly 8-10 questions. There are some specific questions I would like for you to focus on as well as others you would like to ask. Your interview should include the following questions. (1) What types of services does the school psychologist deliver in the school/district? (2) What are the most beneficial aspects of having a school psychologist in your district? (3) What types of services would school psychologists ideally deliver? (4) What are you looking for when you hire a school psychologist? (5) Has the administrator seen the role of the school psychologist change over the years if in education for some time? How and in what ways? Following this, add other questions you have about being an administrator in schools and what you would like to take away from it at this beginning point of your professional training.

The product to turn in to the professor is one document with the interview questions and the responses to each one transcribed/typed out. Each student should submit the interview questions and responses even though the interview is being done on a group basis. Each individual student should also submit a 3-4 (estimated) page reaction paper to the interview, covering what surprised you/what were some points mentioned that you didn't expect about the administrator's perspectives about school psychologists, what responses you had anticipated, what new insights you gained from the interview, and what unanswered questions remain for you. What are some learnings you took away from the administrator's interview to inform your own training in school psychology over the next few years?

### **Annotated Bibliographies on the 10 NASP Domains: 30%**

Aligned with the M.Ed. Portfolio for the annotated bibliography (<https://www.livetext.com>), over the course of the semester, you will submit three annotated bibliography entries for each of the following 10 NASP Domains:

- Domain 1: Data-Based Decision Making
- Domain 2: Consultation and Collaboration
- Domain 3: Academic Interventions and Instructional Supports
- Domain 4: Mental and Behavioral Health Services and Interventions
- Domain 5: School-wide Practices to Promote Learning
- Domain 6: Services to Promote Safe and Supportive Schools
- Domain 7: Family, School and Community Collaboration
- Domain 8: Equitable Practices for Diverse Student Populations
- Domain 9: Research and Evidence-Based Practice
- Domain 10: Legal, Ethical, and Professional Practice

Therefore, by the completion of the course, you will have completed the 30 annotations required for your portfolio assignment. For each assignment:

- Write the NASP domain being covered (i.e., data-based decision making)

- Select three quality articles or book chapters that address the NASP domain (not those used as readings in class) written in the last five years
- While you can discuss articles/journals you are using for this assignment, do not share articles and/or article summaries with one another to submit to the portfolio. This is an individual project and not a group one. Tracy Ruppman, ([truppman@luc.edu](mailto:truppman@luc.edu)) is an amazing resource that can help you with literature searches. You may also expand beyond the major school psychology peer-reviewed journals (School Psychology Review, School Psychology/Journal of School Psychology, School Psychology Quarterly, Psychology in the Schools, Journal of Applied School Psychology), special education journals (Exceptional Children, Journal of Special Education, Preventing School Failure) into related disciplines, such as Clinical Psychology (Journal of Clinical Psychology), counseling psychology (Journal of Counseling Psychology). You can look at APA and affiliated journals, here: <https://www.apa.org/pubs/journals/>. Our library system has a very comprehensive selection of journals that are accessible online. What I have provided here are examples of scholarly journals commonly found in school psychology. However, please do not limit your search to these journals. Be expansive. The only requirement is that the article must represent and be applicable to the NASP Domain you have decided it represents. Often an article can cover more than one NASP Domain. This is ok. As long as you can show the relevance and the article meets the other requirements, feel free to select and summarize it.
- Provide a clear and concise originally-written summary of each article, including the application relevant to the NASP domain you are using it for.
- Follow APA 7<sup>th</sup> edition formatting rules. You can purchase the APA manual here in print format or as an E-book: <https://apastyle.apa.org/products/publication-manual-7th-edition?tab=2>. There is also some information about the APA 7<sup>th</sup> edition on the APA web site, here: <https://apastyle.apa.org/style-grammar-guidelines>

**Note:** Review the Med Portfolio Rubric for the annotated bibliography in its entirety so that you adhere to the requirements for your portfolio. **The rubric is found at the end of this syllabus.**

### **Ethical Dilemma Presentation and Paper: 25%**

A major component of this course is an analysis of ethical guidelines and legal mandates that drive school psychology training and practice (e.g., NASP 2020 Standards, 2020; APA, 2010). You will likely face many ethical decisions as you prepare to become a school psychologist and ultimately enter practice. Having a problem-solving model as you approach an ethical dilemma will be helpful. To practice ethical problem solving, you will work with a partner to solve an ethical dilemma that will be assigned to you by the instructor. The vignette will be drawn from scenarios presented at local, state and national workshops and modified from those in readings. **If you are a student in the PhD school psychology program, your response must incorporate the APA ethical principles as part of your solution.**

You and your partner will jointly create and deliver a power point presentation during one of our last two synchronous meetings that shows how you applied an ethical problem-solving model to solve the dilemma assigned to you. In addition to jointly developing a partner power point class presentation, each individual student should write a short 3-4-page reflection paper.

Your power point should cover the following components, which match the M.Ed. portfolio. This project is aligned with the M.Ed. Portfolio for the Ethical Dilemma Presentation, found here

(<https://www.livetext.com>).

1. A summary of the ethical dilemma and the major ethical and legal issues related to it. In this step, you should outline the major ethical concerns and a description of the parties(s) impacted by it and the impact of any decisions your team would make.
2. A description of the major ethical guidelines that are relevant to your ethical dilemma (e.g., APA Ethical Principles of Psychologists, NASP Ethical Principles) as well as any applicable federal and state legislation that would pertain.
3. Application of a structured ethical problem-solving model (Koocher & Keith-Spiegel, 2008; NASP Ethical Problem-Solving Model –McNamara, 2008) that incorporates specific steps and relevant legal, ethical and best practices in the field to arrive at a solution.
4. Description of the selected solution and rationale for arriving at it through use of an ethical problem-solving model.

**Note:** Please review the MEd Portfolio rubric for this assignment to ensure you complete all requirements appropriately. This is attached at the end of this syllabus.

Your individual reflection paper should cover the following: what was challenging about solving the ethical dilemma, what helped you and your partner arrive at the solution, what differing perspectives/viewpoints were uncovered, if any, between you and your partner, the course instructor, sources you found in the literature, etc. How would you approach an ethical dilemma in the future and what are areas of growth remain for you in ethical problem-solving?

The products that each student should turn in to the professor are: (1) partner power point presentation presented during a synchronous class session and (2) individual 3-4-page paper.

### Grade Breakdown

Participation:	5 points
Interviews:	40 points (10 points each)
Bibliography:	30 points
Ethics Project:	25 points

Points	%	Letter Grade
93.0-100	93-100	A
90.0-92.9	90-92	A-
87.0-89.9	87-89	B+
83.0-86.9	83-86	B
80.0-82.9	80-82	B-
77.0-79.9	77-79	C+
73.0-76.9	73-76	C
70.0-72.9	70-72	C-
67.0-69.9	67-69	D+
63.0-66.9	63-66	D
60.0-62.9	60-62	D-
<60.0	<60	F

### Course Policies

CIEP 462

**Communication Protocol:** Email is the best way to reach me. I have a 24/7 policy, I will return your email within 24 hours, 7 days a week. I am happy to set up an individual appointment/zoom meeting to speak with you about any questions, concerns, suggestions, or challenges that may arise during the course. Please do not hesitate to reach out to me since remote contact at this moment in our only way of communicating. Any technology issues should go to Loyola's HelpDesk.

**Class Conduct:** One important aspect of professional development as a school psychologist is learning to respect the rights and opinions of others, as well as how to disagree effectively and respectfully. Please respect others by: (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate. I also expect that everyone in class will be engaged and participatory. Please stay engaged in all class sessions, whether they are synchronous or asynchronous. The asynchronous work is structured in a way that prepares us for virtual discussions and group activities during our synchronous work together.

**Plagiarism:** It is important to reiterate the policy of Loyola University regarding plagiarism. The following is an excerpt from information shared by The English Department and should serve as a reminder to all students.

Definition: Plagiarism is the intentional or unintentional appropriation of ideas, language, or work of another without sufficient acknowledgement that the material is not one's own. Although, it is generally recognized that everything an individual has thought has probably been influenced to some degree by the previously expressed thoughts and actions of others and that therefore no thought can be purely original, such influences are general ones, affecting an entire way of seeing things and expressing thoughts. Plagiarism, however, involves the taking of specific words or ideas of others without proper acknowledgement.

Some students seem to believe that there are different degrees of plagiarism, some of which are not as bad as others... (I) wish to make clear that there are no distinctions between...

1. Copying from a published source without proper documentation.
2. Purchasing a pre-written paper.
3. Letting someone else write a paper for you or paying someone to do so.
4. Submitting as your own someone else's unpublished work, either with or without permission.

If you have additional questions, I highly recommend the following interactive tutorial about what is and what is not plagiarism at <https://www.indiana.edu/~academy/firstPrinciples/index.html>. In addition, I reserve the right to use the TurnItIn program (<http://turnitin.com/static/index.html>) for any written assignment without prior notice to the class.

### Special Circumstances

**Receiving Assistance:** Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with Services for Students with Disabilities (SSWD) (<http://www.luc.edu/sswd/>).

**Students with Disabilities:** Loyola University provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with Services for Students with Disabilities (SSWD), located in Sullivan Center, Suite 117. Students will provide professors with an accommodation notification from SSWD, preferably within the first two weeks of class. Students are encouraged to meet with their professor individually in order to discuss their accommodations. All information will remain confidential. For more information or further assistance, please call 773.508.3700.

**Title IX Notification:** Loyola University Chicago seeks to provide an educational environment based on mutual respect that is free from discrimination and harassment. In order to meet our commitments to equity and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, faculty and staff members are required to report disclosures of sexual violence made to them by students.

**Student Support Resources:**

- ITS HelpDesk: [helpdesk@luc.edu](mailto:helpdesk@luc.edu) or 773-508-4487
- Library - Subject Specialists: <http://libraries.luc.edu/specialists>
- Services for Students with Disabilities: <http://www.luc.edu/sswd/>
- Writing Center: <http://www.luc.edu/writing/>
- Ethics Hotline: <http://luc.edu/sglc/aboutus/> or 855.603.6988

**Statement of Intent:**

By remaining in this course, students are agreeing to accept this syllabus as a contract and to abide by the guidelines outlined in the document. Students will be consulted should there be a necessary change to the syllabus.

**COURSE OUTLINE AND CALENDAR**

Week	Date	Class Topic	Readings Due	Assignments/Activities to Complete by Week
1	8/25 Synch	Introduction to the Field of School Psychology What drew you?  Discuss proposed shared agreements and adopt them	None	Review Panapto Presentation about Course Requirements/syllabus/ posted by 8/25 to review by end of the first week  Please have ready a photo/picture or object that represents why you chose the field of school psychology
2	9/1/ Asynch	The Past, Present, and Future of School Psychology	Burns: Chapters 1, 29, 30  NASP (2018). <i>Necessary Use of the Title 'School Psychologist'</i> [position statement] Bethesda, MD: Author, linked here: <a href="https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:8059b1f4-521c-4de7-b9a9-96424d53b7af">https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:8059b1f4-521c-4de7-b9a9-96424d53b7af</a>	Review Panapto Presentation about Past, Present and Future of School Psychology
3	9/8 Synch	Becoming a school psychologist; entry to the field and practice settings; Telepsychology and school psychology services in the age of COVID-19	Burns: Chapters 17, 18, 26, 27, and 28  NASP 2020 Standards, (Practice Model: pages 1-10, includes Part 1 Professional Practices), here: <a href="https://www.nasponline.org/standards-and-certification/nasp-2020-professional-standards-adopted">https://www.nasponline.org/standards-and-certification/nasp-2020-professional-standards-adopted</a> (click on PDF NASP 2020 standards posted on right of landing page)  APA Joint Task Force for the Development of	Be ready to discuss Panapto Presentation posted 9/1



			<p>Telepsychology Guidelines for Psychologists. American Psychologist, 68(9), 791-800. DOI: 10.1037/a0035001. Linked here: <a href="https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:b0ff2dd7-9bd4-4872-8c0b-c90b34a60a6c">https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:b0ff2dd7-9bd4-4872-8c0b-c90b34a60a6c</a></p> <p>McCord, C., Bernhard, P., Walsh, M., Rosner, C., &amp; Console, K. (2020). A consolidated model for telepsychology practice. Journal of Clinical Psychology, 76, 1060-1082. DOI: 10.1002/jclp.22954. Linked here: <a href="https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:92297857-6883-435e-ad56-1b501b071d38">https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:92297857-6883-435e-ad56-1b501b071d38</a></p>	
4	9/15 Async	<p>Domain 1: Data-Based Decision Making</p> <p>Domain 9: Research and Evidence-Based Practice</p>	<p>Burns: Chapter 15</p> <p><i>Best Practices in School Psychology Data-Based and Collaborative Decision-Making:</i> (Chapter 3) p. 41-70 (Stoiber). A comprehensive framework for multitiered systems of support in school psychology. Bethesda, MD: Author.</p> <p>National Association of School Psychologists (2016). <i>Integrated model of academic and behavioral supports</i> [Position Statement]. Bethesda, MD: Author. <a href="https://documentcloud.adobe.com/link/review?uri=">https://documentcloud.adobe.com/link/review?uri=</a></p>	<p><b>Biblio Entry Domain 1: (Data-Based Decision Making)</b></p> <p><b>Biblio Entry Domain 9: (Research and Evidence-Based Practice)</b></p> <p>Review Panapto Presentation: How do school psychologists gather data-based evidence? What is evidence of a practice working and how are decisions made based on data?</p>

			<a href="urn:aaid:scds:US:a90a4ea0-9c75-4f15-a75e-60363d42ea2d">urn:aaid:scds:US:a90a4ea0-9c75-4f15-a75e-60363d42ea2d</a>	
5	9/22 Synch	Domain 2: Consultation & Collaboration	<p>Burns: Chapter 4</p> <p><i>Best Practices in School Psychology Data-Based and Collaborative Decision-Making</i>: (Chapter 30) p. 461-482. (Kratochwill, Altschaeffl and Bice-Urbach). Best practices in school-based problem-solving consultation: Applications in prevention and intervention systems.</p> <p><i>Best Practices in School Psychology Data-Based and Collaborative Decision-Making</i>: (Chapter 33) p.509-524 (Rosenfield). Best practices in instructional consultation and instructional consultation teams.</p>	<p><b>Interview with School Psych</b></p> <p>Be prepared to discuss Panapto posted 9/15 and be prepared to discuss application of data-based decision-making, what is evidence when consulting and collaborating in schools</p>
6	9/29 Asynch	Domain 3: Academic Interventions and Instructional Supports	<p>Burns: Chapter 22</p> <p><i>Best Practices In School Psychology Student Level Services</i> (Chapter 1) p. 9-18 (Martinez) Best practices in instructional strategies for reading in general education.</p>	<p><b>Biblio Entry Domain 2: Consultation and Collaboration</b></p> <p><b>Biblio Entry Domain 3: Academic Interventions and Instructional Supports</b></p> <p>Review Panapto Presentation: Decision-Making in Academic Supports within at MTSS Model</p>
7	10/6 Synch	Domain 4: Mental and Behavioral Health Services and Interventions	<p>Burns: Chapter 19, 21. 23</p> <p><i>Best Practices in School Psychology System Level Services</i>: (Chapter 11) p. 149-164. (Doll, Cummings, &amp; Chapla). Best practices in population-based school mental health services.</p> <p>National Association of School Psychologists. (2015). <i>School</i></p>	<p><b>Biblio Entry Domain 4: Mental and Behavioral Health Services and Interventions</b></p> <p>Be prepared to discuss 9/29 Panapto presentation and integration of ideas w with MTSS/population-based structures in mental health service provision</p>

			<p><i>psychologists: Qualified health professionals providing child and adolescent mental and behavioral health services</i> [White paper]. Bethesda, MD: Author. (posted on Sakai)</p>	
8	10/13 Asynch	<p>Domain 5: School-wide Practices to Promote Learning</p> <p>Domain 6: Services to Promote Safe and Supportive Schools</p>	<p><i>Best Practices in School Psychology System Level Services: (Chapter 1)</i> (Castillo &amp; Curtis). p. 11-28. Best Practices in systems-level change.</p> <p>National Association of School Psychologists. (2015). <i>School violence prevention</i> [Position Statement]. Bethesda, MD: Author.</p>	<p><b>Biblio Entry Domain 5: School-wide Practices to Promote Learning</b></p> <p><b>Biblio Entry Domain 6: Services to Promote Safe and Supportive Schools</b></p> <p><b>Review Panapto Presentation: Building Systems to Support Safe, Inclusive and Anti-Racist Systems of Support</b></p>
9	10/20 Synch	<p>Domain 7: Family, School and Community Collaboration</p>	<p><i>Best Practices in System Level Services: (Chapter 34)</i> (Miller, Lines, &amp; Fleming) p. 491-504. Best Practices in Family-School Collaboration for Multi-Tiered Service Delivery</p> <p>National Association of School Psychologists. (2019). School-family partnering to enhance learning: essential elements and responsibilities [Position Statement]. Bethesda, MD: Author.</p>	<p><b>Biblio Entry Domain 7: Family, School and Community Collaboration</b></p> <p><b>Interview with a Parent</b></p>
12	10/27 Asynch	<p>Domain 8: Equitable Practices for Diverse Student Populations</p>	<p>Burns (Chapter 3). (Graves) p. 37-51,</p> <p>Staats, C. (2015) Understanding implicit bias: What educators should know. <i>American Educator</i>, 29-35, linked here: <a href="https://documentcloud.ado.be.com/link/review?uri=urn">https://documentcloud.ado.be.com/link/review?uri=urn</a></p>	<p><b>Biblio Entry Domain 8: Equitable Practices for Diverse Student Populations</b></p> <p><b>Administrator Interview</b></p> <p>The New Jim Crow: 2013 George E. Kent Lecture: <a href="https://www.youtube.com/watch?v=Gln1JwDUI64">https://www.youtube.com/watch?v=Gln1JwDUI64</a></p>

			<p><a href="https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:aa34f5a7-b614-431e-b04c-0447265969ab">:aaid:scds:US:aa34f5a7-b614-431e-b04c-0447265969ab</a></p> <p>National Association of School Psychologists. (2019). <i>Prejudice, discrimination, and racism</i>. [Position Statement]. Bethesda, MD: Author. Linked here: <a href="https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:c71f8c5b-3867-45ad-a19f-565675ee16d1">https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:c71f8c5b-3867-45ad-a19f-565675ee16d1</a></p>	<p>(view this video this week and prior to 11/3 synchronous meeting)</p> <p>Russell McClain Ted Talk on Stereotype Threat and Implicit Bias: <a href="https://youtu.be/yiZQaE0q9BY">https://youtu.be/yiZQaE0q9BY</a> (think specifically about how racial/gender stereotypes exist about ability in one or more areas -implications for school psychologists) (view this week and prior to 11/3 synchronous meeting)</p>
13	11/3 Synch	<p>Domain 8: Equitable Practices for Diverse Student Populations</p> <p>Culturally Responsive Practice and Advocacy</p>	<p><i>Best Practices in School Psychology Foundations</i> (Chapter 3) (Proctor &amp; Meyers) p. 33-48. Best practices in primary prevention in diverse schools and communities.</p>	<p><b>Interview with a Leader</b></p> <p>Come prepared having watched the New Jim Crow webinar by Michelle Alexander and the TedTalk on Stereotype Threat/Implicit Bias by Russell McCain. Be prepared to focus on dialogue about how school psychologists can integrate understanding of implicit bias and racism into interventions and advocacy</p> <p>Instructor assigns ethical dilemmas to partner groups</p>
14	11/10 Asynch	<p>Domain 10: Legal, Ethical &amp; Professional Practice</p>	<p>Jacob S., Decker, D.M., &amp; Lugg, E.T. (2016). Eds) <i>Ethics &amp; Law for School Psychologists</i> (7<sup>th</sup> Edition). John Wiley &amp; Sons: Hoboken, N.J. (Chapters 1, 2, 3, 4, 5)</p>	<p><b>Biblio Entry Domain 10: Legal, Ethical and Professional Practice</b></p> <p>Review Panapto Lecture: Ethical Problem- Solving Models Applied to School Psychology Practice</p>

			<p><i>Best practices in school psychology Foundations</i> (Chapter 33) (Klose &amp; Lasser) p. 449-458. Best Practices in the Application of Professional Ethics.</p> <p>Armistead, L., Williams, B.B. &amp; Jacob, S. (2011). (Part 1). <i>Professional ethics for school psychologists: A problem-solving model casebook</i> (2<sup>nd</sup> ed). Bethesda, MD: National Association of School Psychologists. Linked here: <a href="https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:35462fed-2391-4a00-bbac-32c298f8ea8f">https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:35462fed-2391-4a00-bbac-32c298f8ea8f</a></p> <p>NASP 2020 Standards: Ethical standards, pages 39-65; including index that links pertinent ethical/legal issues to NASP 2020 Ethical Standards): <a href="https://www.nasponline.org/standards-and-certification/nasp-2020-professional-standards-adopted">https://www.nasponline.org/standards-and-certification/nasp-2020-professional-standards-adopted</a> ((click on PDF NASP 2020 standards posted on right of landing page)</p>	
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15	11/17 Synch	Domain 10: Legal, Ethical & Professional Practice	<p>Jacob S., Decker, D.M., &amp; Lugg, E.T. (2016). Eds) <i>Ethics &amp; Law for School Psychologists</i> (7<sup>th</sup> Edition). John Wiley &amp; Sons: Hoboken, N.J. (6,7,8,9,10,11 and review appendices/cases in book as pertaining to your assigned ethical dilemma)</p> <p>Boccio, D., Weisz, G., &amp; Lefkowitz, R. (2016). Administrative pressure to practice unethically and burnout within the profession of school psychology. <i>Psychology in the Schools</i>, 53, 659-672 (posted on Sakai).</p>	<p>Come prepared to discuss asynchronous Panapto lecture</p> <p>Discussion and Application of Ethical Problem- Solving Model Using Case Examples</p> <p>Small group practice solving ethical/legal case scenarios</p>
	11/24	NO CLASS	Thanksgiving!	
16	12/1 Sync	<b>Final week of Class: Ethics Presentations</b>		<p><b>Ethics Presentations Part I (#1 -8)</b></p> <p><b>Final Copy of All Annotated Bibliographies in One Final Document Due with all Feedback Integrated</b></p>
	12/8 Sync	<b>Finals Week: Ethics Presentations</b>		<b>Ethics Presentations Part II (#9 -15)</b>

**ANNOTATED BIBLIOGRAPHY – MED PORTFOLIO RUBRIC**

	<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Partially Meets Standard</b>	<b>Does Not Meet Standard</b>
<b>Annotated Bibliography</b>	N/A	Annotated bibliography includes 30 annotations (three annotations for each NASP domain) and indicates which NASP domain each summary addresses.	Annotated bibliography includes 30 annotations. Not all annotations are aligned with the NASP domains.	Annotated bibliography includes fewer than 30 annotations.
<b>Annotations</b>	Annotations are very clear and concise summaries of each article, book, or book chapter. It is evident annotations are independently developed and that content of article	Annotations are generally clear and concise summaries of each article, book, or book chapter. It is evident annotations are independently developed.	Annotations are unclear and/or overly descriptive summaries of each article, book, or book chapter. It is evident annotations are independently developed.	Annotations are incoherent and/or it is evident annotations are not independently developed.
<b>Journals/Scholarly Resources</b>	All articles, books, or book chapters published within the last five years AND selected from appropriate journals and/or scholarly resources that cover the breadth and depth of each topic. Articles are important within the field of school psychology and/or reflect cutting edge	All articles, books, or book chapters published within the last five years AND selected from appropriate journals and/or scholarly resources that cover the breadth and depth of each topic.	Most articles, books, or book chapters selected from appropriate journals and/or scholarly resources that cover the breadth and depth of each topic with most published within the last five years.	Few articles, books, or book chapters are published within the last five years and/or are not selected from appropriate journals and/or scholarly resources that cover the breadth and depth of each topic.
<b>Total Assessment</b>	At least all but one section rated as Exceeds Standard. No section rated as Partially Meets Standard or Does Not Meet Standard.	All sections rated as Exceeds Standard or Meets Standard. No section rated as Partially Meets Standard or Does Not Meet Standard.	All sections rated as Exceeds Standard, Meets Standard, or Partially Meets Standard. No section rated as Does Not Meet Standard.	Any Does Not Meet Standard rating will result in an overall rating of Does Not Meet Standard.
<b>Overall</b>	<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Partially Meets Standard</b>	<b>Does Not Meet Standard</b>

**ETHICAL DILEMMA PRESENTATION/PAPER – MED PORTFOLIO RUBRIC**

<b>Ethical Dilemma Presentation Components</b>	<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Partially Meets Standard</b>	<b>Does not Meet Standard</b>
<b>Summary of major ethical issues and a description of the potential impact on each party involved</b>	Major ethical issues and potential impact on each party is described at an exceptional level	Major ethical issues adequately summarized and potential impact on each party clearly described	Either major ethical issues not adequately summarized or potential impact on each party not clearly described	Major ethical issues not adequately summarized and potential impact on each party not clearly described
<b>Summary of relevant ethical and legal guidelines</b>	Relevant ethical and legal guidelines are summarized at an exceptional level.	Relevant ethical and legal guidelines are summarized at an acceptable level	Relevant ethical and legal guidelines are marginally summarized	Relevant ethical and legal guidelines are not adequately summarized
<b>Application of ethical problem-solving model (McNamara &amp; Jacobs, 2008) to arrive at the most optimal solution using pertinent ethical/legal issues and current best practices in the field and potential impact on each party involved</b>	Ethical problem-solving model is applied at an exemplary level	Ethical problem-solving model is adequately applied	Ethical problem-solving model is marginally applied	Ethical problem-solving model is either not applied or not applied in an adequate manner
<b>Description and rationale for final decision through incorporation of the ethical problem-solving model (McNamara &amp; Jacobs, 2008)</b>	Exceptional rationale for final decision based on the ethical problem-solving model	Acceptable rationale for final decision based on the ethical problem-solving model	Marginal or weak rationale for final decision based on the ethical problem-solving model	No or weak rationale for final decision based on the ethical problem-solving model
<b>Total Assessment</b>	At least all but one section rated as Exceeds Standard. No section rated as Partially Meets Standard or Does Not Meet Standard.	All sections rated as Exceeds Standard or Meets Standard. No section rated as Partially Meets Standard or Does Not Meet Standard.	Any Partially Meets Standard rating will result in an overall rating of Partially Meets Standards. No section rated as Does Not Meet Standard.	Any Does Not Meet Standard rating will result in an overall rating of Does Not Meet Standard.
<b>Overall</b>	<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Partially Meets Standard</b>	<b>Does not Meet Standard</b>



## Syllabus Addendum

### Smart Evaluation

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student's grade.

The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

The 13 possible objectives you will select from are listed below:

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (inventing; designing; writing; performing in art, music drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find, evaluate and use resources to explore a topic in depth
10. Developing ethical reasoning and/or ethical decision making

11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Learning to apply knowledge and skills to benefit others or serve the public good
13. Learning appropriate methods for collecting, analyzing, and interpreting numerical information

### Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: *Professionalism, Inquiry, and Social Justice*. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

### LiveText

All students, *except those who are non-degree*, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

### **Additional ONLINE Course Policies**

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#### \*Privacy Statement

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

#### \*Synchronous Meetings

This course will have slightly more than half of the class sessions delivered in a synchronous manner via CIEP 462

zoom. The course will rotate every other week- synchronous via zoom, using the zoom tool in Sakai, with the final two classes being student presentations delivered synchronously via zoom. Please see course outline and calendar for specific class dates and topics. The Sakai calendar also contains all class meeting dates, topics, and assignment deadlines.

### **\*Student Participation**

Students should be ready at the beginning of the synchronous classes ready to participate with a few questions from the reading, asynchronous lectures and applied experiences. Students are required to complete all assigned readings and assignments which are due for that particular week at the start of class. Please see course outline and calendar for specific assignments and deadlines.

### **\*Class Conduct**

One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.

#### **Our class also developed shared agreements during week #1 in class, which are:**

**We Actively listen.** Active listening means that when we are in class, we are present and try not to get distracted by other things (phone, email). We alter information based on listening to others and are open to changing our perspective. Actively listening means being open-minded and non-reactive. One way of showing engagement is that we look at the camera.

**We are collaborative and passionate supporters.** As collaborative and passionate supporters, we are supportive of cohort peers. We reach out to other students when one of us needs help. We build good relationships in the cohort. We offer a safe space for strengths and weaknesses. We show positivity even though we know having the first semester online is going to be difficult in the midst of a pandemic. We are open-minded and self-aware. We show we are collaborative and passionate by choosing something from another person's story to show appreciation. We are patient with the process of learning and growth.

**We have professionalism.** We show professionalism in the learning process, keep each other accountable, are respectful and willing to share ideas.

**We value representation and diversity.** We value representation and diversity by respecting others' opinions and backgrounds. We acknowledge that we all have different experiences/opinions. We listen to others, ask more questions, such as how would work in your setting? We confirm if someone is comfortable sharing their own story/or not comfortable.

**We show empathy. We show empathy by being willing to reach out and help our peers that may need it. We may all struggle at some point and need extra help and support. One way of showing empathy is that before you say your piece of the story, thank the person for sharing their perspective.**

### **\*Student Support**

I am here to help you in any way that I am able to. If I don't know the answer to your question, I will do my best to find someone on campus that does.

### **Special Circumstances--Receiving Assistance**

Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with [Services for Students with Disabilities](http://www.luc.edu/sswd/) (SSWD) (<http://www.luc.edu/sswd/>).

### **\*Center for Student Access and Assistance (CSAA)**

*Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: [www.LUC.edu/csaa](http://www.LUC.edu/csaa). If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.*

This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – *Social Action through Education*.

### **Syllabus Addendum Link**

[www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/)