

Loyola University Chicago
School of Education
Social Justice: Social Action through Education

Legal and Ethical Issues in Special Education: Advanced
CIEP 527-001
Fall 2020 - ONLINE

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Contact Hours, Accessibility and Responsiveness:

Email: '24/7'; you can expect an email response from me within 24 hours.

Virtual Office Hours: By appointment.

Telephone or Zoom Contact: Please let me know by email (khirsman@luc.edu) if you would like to set up a telephone conference or Zoom session. You may also call me on my cell phone (630-247-2741). Please leave a message, and I will get back to you within 24 hours.

Online Presence: I will have an online presence in our course at least once every 48 hours.

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 or by calling 773-508-7707. All COVID-19-related questions or feedback should continue to be sent to covid-19support@LUC.edu, not the new case reporting email address.**

Course Description:

This course will deal in depth with current and timely legal and ethical issues in the education of children with disabilities, diverse learners and other children identified as having additional needs in any area of instruction and development, focusing on the administration of special education services in public schools. The approach to and focus on these topics is designed for candidates seeking endorsement as Illinois State-approved Director of Special Education. Students will learn federal and State statutory and regulatory procedures in determining eligibility for services, evaluation, development of the individualized education program, and the provision of a free appropriate public education in the least restrictive environment. The delivery of services to special needs children from early childhood through post-secondary transition will be addressed. The course will concentrate on statutory and regulatory compliance; fostering effective and productive relationships among administration, professional personnel, service providers and families in serving students with special needs; and timely, efficient, positive-focused dispute resolution.

Learning Outcomes

The following course objectives and learning outcomes are integral to this course:

- Develop a solid understanding of the fundamental legal principles and law that govern the education of students with disabilities in public elementary and secondary schools, including constitutional law, federal and state statutory law and administrative regulations, and case law.
- Be familiar with key statutory and regulatory compliance requirements in the operation of programs serving children with disabilities, diverse learners, and children with special needs.

- Develop leadership and management skills in the effective oversight and coordination of programs serving children with disabilities, diverse learners, and children with special needs.
- Integrate essential principles of social and racial justice in the identification, evaluation, and provision of special education services to students, including school disciplinary practices; and demonstrate the ability to navigate the complex factors that provide equality of opportunities.

Course Teaching Strategies

The central focus of this course is legal and ethical considerations in the education of children with disabilities. Fundamental concepts will be introduced through assigned readings from outside contemporaneous resources and instructor-directed media presentations. Student assignments and activities will have a practical orientation. Each assignment or activity will involve application of key concepts to a real-life situation. Students will assume the roles of parent/student advocate, school administrators, and school service providers in a variety of online activities, including, by way of example: participation in eligibility and IEP conferences; disciplinary manifestation determination reviews; resolution sessions, mediation, and pre-hearing due process procedures; and determining Section 504 eligibility and developing and implementing a Section 504 service plan.

Required Textbooks, Technology, and Software

There is no required textbook for this course. Each module in the Sakai course sets out required assignments along with information on how to access assignments. Logon to **CIEP 527 001 F20** at <https://sakai.luc.edu/>.

More detailed information regarding technology and software used in this course is set out in the 'Welcome Module' (see Sakai course site).

Assignments and Grading

To succeed in this course, students should demonstrate basic mastery of the subject matter for each module. This can be accomplished by completing the assigned readings, viewing the Instructor Presentations, following the requirements of the Discussion Forum posts, and completing all assignments on time.

Your final course grade will be calculated based on:

A. **Discussion Forums** (8 at 10 points each = 80 points total)

All students are expected to participate in eight (8) Discussion Forums, scheduled in designated modules. **See Quick Guide** in Welcome Module.

- Unless otherwise instructed, for each module that requires Discussion Forum participation, **you are required to submit three posts** (your initial response to the question posed and two replies to other students' postings).
- Your **initial posting will be due on Wednesday** of the assigned module (Note: modules begin on Monday), and **replies to colleagues are due by Sunday** of the assigned module. Discussion Forum posts submitted more than two weeks after the assigned module has ended will earn zero (0) points. **See Grading Guide.**
- Your *first* post to the discussion forum for each module must be a thoughtful response to the question(s) provided. You should endeavor to use information from the assigned readings that support your postings. The length of response should be between 300-500 words, but may be longer.
- Your *second and third posts* are to be thoughtful *replies* to other colleagues' posts. All posts and replies must be written in complete sentences. Avoid posts that are limited to "nice post", "ditto," "I agree" or "great idea." If you agree (or disagree) with a posting, explain why you agree by supporting your statement with concepts from the readings or by bringing in a related example or experience. Reply posts should be a minimum of one short paragraph.
- Ways to reply to Discussion Forum postings of other students include: suggest why you might see things differently; ask a probing or clarifying question; share an insight from having read the colleague's posting; offer and support an opinion; validate an idea with your own experience; make a suggestion; expand on the colleague's posting; ask for evidence that supports the posting.
- Your Discussion Forum posts will be assessed based on: 1) evidence of critical thinking; 2) connections made with the material; 3) quality and requisite number of replies to other students; 4) use of appropriate academic writing mechanics; 5) submitted by the deadline. **See Discussion Forum Rubric and Grading Guide.**
- **Each Discussion Forum has a total point value of 10 points. The total point value of all Discussion Forums is 80 points out of 300 points.**

B. **Live Class Attendance** (3 at 10 points each = 30 points total)

You are expected to attend and participate in three (3) Live Class Sessions. Each Live Class Session has a value of 10 points. If you are unable to attend a session, you will be required to view the Recording of the Live Class session and complete an alternate assignment in order to earn attendance points for the missed session.

C. **Case Study Assignments** (3 at 30 points each = 90 points total)

- There are three Case Study Assignments. Each assignment will set out a scenario based on the topic(s) covered in that module. You will be asked to analyze the issues raised in the scenario and summarize your conclusions/advice in a short paper (2-3 pages).
- Your Case Study Assignment grade will be based on the following criteria: 1) covers all of the issues raised in the case study; 2) addresses the case law, statutes/regulations, and/or policies that apply to the issues; 3) uses proper citation form/style; 4) employs proper writing mechanics and grammar; and 5) submitted by the deadline. **See Case Study Rubric and Grading Guide.**
- **Each Case Study Assignment has a total point value of 30 points. The total point value for all Case Study Assignments is 90 points out of 300 points.**

D. **Final Project Assignment** (100 points)

All students must complete a comprehensive final project which identifies and addresses a significant challenge in meeting the needs of students with special needs in their school community. More detailed information on the scope and requirements of the final project will be provided as the course unfolds. **The total point value for the final project is 100 points out of 300 points.**

GRADING GUIDE

ASSIGNMENT POINT VALUES

ASSIGNMENT	MODULE DUE	POINT VALUE
Discussion Forums (8)	Modules 1, 2, 3, 5, 6, 7, 9, 13	10 points each = 80
Live Class Attendance (3)	Modules 2, 6, 12	10 points each = 30
Case Study 1	Module 4	30
Case Study 2	Module 8	30
Case Study 3	Module 12	30
Final Project	Module 14	100
TOTAL POINTS		300

**FINAL GRADE CALCULATION
POINT TOTALS**

A	279-300	C	219-230
A-	270-278	C-	210-218
B+	261-269	D+	201-209
B	249-260	D	189-200
B-	240-248	D-	180-188
C+	231-239	F	179 and below

**WRITTEN ASSIGNMENTS
PERCENTAGE – LETTER GRADE CORRELATION**

A	93-100	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	F	59 and below

Module Progress

One of the benefits of online education is its time flexibility. For that reason, within any given week, students may complete assignments at their own pace. However, students are expected to complete all assignments for a given Module no later than the end of the week during which the Module was assigned. Failure to keep pace with the class not only harms individual students but also can have a potentially negative impact on other students' learning in the course.

General Due Dates of Assignments:

- Module weeks start on Monday and end on Sunday.
- All initial Discussion Forum posts are due on Wednesdays.
- The two responses to the Discussion Forum posts of your classmates are due on Sundays.
- All other graded assignments are due by 11:30 PM CST on Sunday of the module week.

Discussion Forum: Your initial post is 6 points and each reply post is 2 points, for a maximum of 10 points. Any post submitted after the current module, but within two weeks after module

has ended - one point deduction. Any post submitted later than two weeks after module has ended - no points. See **Discussion Forum Rubric**.

Written Assignments – Late Submission: A student will receive a letter grade reduction for an assignment that is submitted after the due date unless he or she has a valid reason for the late submission and receives an extension from the instructor **PRIOR TO THE DUE DATE FOR SUBMISSION**.

Rubrics (3): See **Discussion Forum Rubric, Assignment Rubric, and Final Project Rubric**.

LOYOLA UNIVERSITY CHICAGO
SCHOOL OF EDUCATION
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

School of Education 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.

School of Education 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. The SOE prepares our candidates to critique the knowledge base and to question knowledge through a social justice lens, and simultaneously to use and contribute to knowledge for just purposes.

Conceptual Framework and Conceptual Framework Standards

The conceptual framework of Loyola's School of Education is "Social Action through Education." ***Our mission is social justice, but our responsibility is social action through education.*** The Loyola University Chicago School of Education embraces the diversity of our school community and that of the city of Chicago, the nation, and the world.

This course contributes to the realization of this framework by engaging students in the work of leading and transforming Illinois schools to ensure improved outcomes for all students, teachers and school communities. The School of Education is a community comprised of students, faculty, and staff whose success is dependent upon interdependence, collaboration, and mutual respect, in that we recognize, include and capitalize on our many forms of diversity, and pool these resources in our mission as educators.

In concert with the conceptual framework for the School of Education, faculty and students will be expected to show respect and sensitivity to individual, cultural, social, and economic diversity. In this spirit, as we look at questions of serving students with special needs, instructional, administrative and program leadership, it will be our challenge to create will and capacity within our schools so that all educational stakeholders can fulfill the promise of education.

Conceptual Framework Standards (CFS) for this course

- CFS2: Candidates apply culturally responsive practices that engage diverse communities.
- CFS3: Candidates demonstrate knowledge of ethics and social justice.

Professional Dispositions

Directors of Special Education (DOSE) are expected to demonstrate competence within and across a number of different but interrelated dimensions. Because programs that educate and train DOSE also strive to protect the public and profession, faculty, training staff, and supervisors in such programs have a legitimate and vested interest in the comprehensive evaluation of student competence to include multiple aspects of development and functioning. Students in DOSE training programs should know that the faculty, training staff, and supervisors have a professional, ethical, and potentially legal obligation to: (a) evaluate the interpersonal competence and emotional well-being of student trainees who are under their supervision, and who provide services to clients and consumers, and (b) ensure – insofar as possible – that the trainees who complete their programs are competent to manage future relationships (e.g., student, collegial, professional, public, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, DOSE education and training programs, faculty, training staff, and supervisors strive not to “pass along” students with issues or problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large). Therefore, within a developmental framework and with due regard for the inherent power difference between students and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which students relate to students, peers, faculty, allied professionals, the public and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one’s own beliefs and values on students, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to the process of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of problems or issues that interfere with

professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by participating in personal therapy in order to resolve problems or issues). Thus, the professional DOSE must have professional competencies and skills in our discipline. In addition, one must have strong dispositions to engage in applied ethical practice and research. The evaluation form for assessing dispositions is located in Appendix B. During the spring Annual Review of Progress, students meet individually with their advisor for an annual review meeting (as described earlier), at which time the results of the performance assessment are shared.

Recording of Live Class Sessions

In this class software will be used to record live class discussions. As a student in this class, your participation in live class discussions will be recorded. These recordings will be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. All recordings will become unavailable to students in the class when the Sakai course is unpublished (i.e. shortly after the course ends, per the [Sakai administrative schedule](#)). Students who prefer to participate via audio only will be allowed to disable their video camera so only audio will be captured. Please discuss this option with your instructor.

The use of all video recordings will be in keeping with the University Privacy Statement shown below:

LUC 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.

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.

Student Support

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. 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/

APPENDIX B

PROFESSIONAL DISPOSITIONS

	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard
Professionalism	Student often meets deadlines early.	Student meets all deadlines.	Student inconsistently meets deadlines.	Student consistently does not meet deadlines.
	Student works collaboratively with peers on assignments and shows strong problem-solving skills to resolve conflicts when they arise.	Students works collaboratively with peers on assignments.	Student sometimes works well with peers on assignments.	Student does not work well with peers on assignments.
	N/A	Student attends class, maintains professional appointments, and is punctual for all professional obligations.	Student inconsistently attends class, maintains professional appointments, and/or is punctual for all professional obligations.	Student does not attend class, maintain professional appointments, and/or is punctual for all professional obligations.
	Student responds to communication from faculty, supervisors, employers, and fellow students in a very timely manner (i.e., under 2 business days).	Student responds to communication from faculty, supervisors, employers, and fellow students in a timely manner (i.e., no longer than 2 business days).	Student does not consistently respond to communication from faculty, supervisors, employers, and fellow students in a timely manner (i.e., no longer than 2 business days).	Student does not respond to communication from faculty, supervisors, employers, and fellow students in a timely manner (i.e., no longer than 2 business days).
	N/A	Student clearly exhibits honesty/integrity/values and ethical behavior in all professional and	Student does not consistently exhibit honesty/integrity/values and ethical behavior in all professional and	Student does not exhibit honesty/integrity/values and ethical behavior in all professional and

		graduate student work.	graduate student work.	graduate student work.
	N/A	Student use of technology in the classroom is limited to the current assigned task (e.g., note-taking during class lectures).	Student sometimes inappropriately uses technology in the classroom (e.g., social media, other class work, email, etc.).	Student oftentimes inappropriately uses technology in the classroom (e.g., social media, other class work, email, etc.).
	N/A	Student dresses in an appropriate manner for a professional setting (e.g., class, meetings, school-based setting, etc.)	Student inconsistently dresses in an appropriate manner for a professional setting (e.g., class, meetings, school-based setting, etc.)	Student does not dress in an appropriate manner for a professional setting (e.g., class, meetings, school-based setting, etc.)
	Student has exceptional oral expression skills and can express themselves across multiple settings and with multiple audiences.	Student effectively expresses themselves orally with peers and faculty, and within the schools.	Student has difficulty expressing themselves orally with peers and faculty and/or in schools.	Student does not effectively express themselves orally with peers and faculty and/or in schools.
	Student seeks our feedback, supervision, and quickly incorporates feedback to improve performance.	Student readily accepts supervision and feedback. Student is able to incorporate feedback to improve performance.	Student has difficulty accepting feedback, supervision, and/or has difficulty incorporating feedback to improve performance.	Student does not accept feedback, supervision, and/or does not incorporate feedback to improve performance.
Inquiry	Student demonstrates exceptional skills in seeking out relevant content/information.	Student demonstrates the skill to seek out relevant content/information.	Student has limited skills in seeking out relevant content/information.	Student does not demonstrate the skills needed to seek out relevant content/information.
	Student demonstrates	Student demonstrates critical thinking skills.	Student demonstrates limited critical thinking	Student demonstrates little to no critical

	exceptional critical thinking skills.		skills.	thinking skills.
	Student demonstrates exceptional skills in critically evaluating information from reliable sources relevant to the profession.	Student critically evaluates information from reliable sources relevant to the profession.	Student demonstrates limited skills in critically evaluating information from reliable sources.	Student demonstrates little to no skills in critically evaluating information from reliable sources.
Social Justice	Student deeply reflects on their own thoughts and/or feelings to understand their decision-making.	Student reflects on their own thoughts and/or feelings to understand their decision-making.	Student has limited reflection on their own thoughts and/or feelings to understand their decision-making.	Student does not reflect on their own thoughts and/or feelings to understand their decision-making.
	Student is aware of their own biases, stereotypes, and prejudices and is able to monitor those beliefs so that they do not influence their decision-making.	Student is aware of and reflects on their own biases, stereotypes and prejudices.	Student has limited awareness of their own biases, stereotypes, and prejudices.	Student is not aware of their own biases, stereotypes, and prejudices.
	Student demonstrates respect for other points of view and is able to integrate new viewpoints into their own thinking.	Student demonstrates respects other points of view.	Student respects points of view similar to their own and/or has difficulty respecting points of view different from their own.	Student shows disrespect for points of view different from their own.
	Student always uses person-first, bias-free language in	Student consistently uses person-first, bias-free language in written and oral	Student does not consistently use person-first, bias-free language in written	Student does not use person-first, bias-free language in written and oral

	written and oral communication.	communication.	and oral communication.	communication.
	Student is empathetic when learning about difficult life experiences of clients, peers, and others with whom they interact.	Student is sympathetic when learning about difficult life experiences of clients, peers, and others with whom they interact.	Student has difficulty being sympathetic and/or understanding when learning about difficult life experiences of clients, peers, and others with whom they interact.	Student is indifferent and/or dismissive when learning about difficult life experiences of clients, peers, and others with whom they interact.
	Student demonstrates an awareness of a wide-range of cultural differences and is able to translate that awareness in their academic and practical work in novel ways.	Student is aware of cultural differences and is able to translate that awareness in their academic and practical work.	Student is aware of cultural differences but is not able to translate that awareness in their academic and/or practical work.	Student demonstrates little to no awareness of cultural differences.
	Student is able to identify inequities and/or inequalities in educational and mental health service systems as well as other social and service systems.	Student is able to identify inequities and/or inequalities in educational and mental health service systems.	Student inconsistently identifies inequities and/or inequalities in educational and mental health service systems.	Student is not able to identify inequities and/or inequalities in educational and mental health service systems.
	N/A	Student understands that multicultural competence is aspirational and will be a life-long learning process.	N/A	Student does not understand that multicultural competence is aspirational and will be a life-long process.

	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.
Total Score	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard

Comments:

Signatures:

Student

Date

Faculty

Date