Chaminade University

PSY 500 School Counseling & Exceptional Children
Course Syllabus

Course Title: School Counseling & Exceptional Children (PSY 500-01-03)
Department Name: Master of Science in Counseling Psychology
College/School/Division Name: Chaminade University of Honolulu Division of Behavioral Sciences
Term: FALL 2019 / October 7 - December 16
Course Credits: 3.0
Class Meeting Day: Tuesday
Class Meeting Hours: 5:30 - 9:20 pm
Class Location: Henry Hall 227

Instructor Name: Brant Ebisuya
Email: brant.ebisuya@chaminade.edu
Phone: 808.783.4912 (text or call)
Office Location: N/A
Office Hours: By Appointment Only

Required Learning Materials and Texts:
1. McGinley, V. A. & Trolley, B. C. (2015). *Working With Students With Disabilities: Preparing School Counselors (1st ed.)*. Sage Publications Inc. ISBN: 9781483359700
2. Tough, P. (2016). Helping Children Succeed: What Works and Why. Houghton Mifflin Harcourt Publishing. ISBN: 9780544935280
3. Laptop or iPad

Supplementary Materials Provided:
Educational Research Articles
Educational Documents / Handouts
Videos

Catalog Course Description:
The scope of this course will be an examination of learning disabilities, emotional impairment, speech language disabilities, behavioral disturbances, mental retardation, physical and health impairments, visual and hearing disorders, early childhood learning impairments, child abuse, and alcohol/substance abuse, and neuroscience correlation to understanding the importance of social and emotional learning (SEL) within the K-12 educational context.
The specific focus will be on the role and function of the school counselor in a special education/504 support context. This includes, but is not limited to: assessments, interventions, special education laws, policies, referral and diagnostic processes, program evaluation, and how to effectively apply the social and emotional learning (SEL) knowledge within the counseling context.

Citation and Reference Style:
Students will follow APA format as the sole citation and reference style used in written assignments submitted as part of coursework in the MSCP Department.

MSCP Common Core Student Learning Outcomes (SLO)
Students will demonstrate an understanding of:
- Human growth and development
- Social and cultural foundations
- Career and Lifestyle development
- Counseling theories and skills

- Professional issues and ethics
- Appraisal
- Research and evaluation Group work

Program Learning Outcomes (PLO):

This course develops and assesses the skills and competencies for the MSCP Program School Counseling emphasis student learning outcome of Exceptional Children and Youth Within a School Counseling Context. In addition, this course also addresses the following MSCP core program student learning outcomes of:

1. *Human growth and development*
2. *Social and cultural foundations*
3. *Career and life-style development*
4. *Counseling theories and skills*
5. *Professional issues and ethics*
6. *Appraisal*
7. *Research and evaluation Group work*

It is very important that students keep all syllabi and materials from all coursework taken while in the MSCP program to facilitate and support the application process for licensing, certification, and/or doctorate school application, etc.

Student Learning Outcomes (SLO):

Students will demonstrate an understanding of the following, but is not limited to:

1. Educational Initiatives and Professional Organization Standards such as:
   - The Hawaii State Department of Education's Six General Learner Outcomes (GLOs) and State Strategic Plan.
   - Alignment of American School Counselor Association (ASCA) and School Academic Plan.
   - Common Core State Standards (CCSS).

2. Learning dynamics of exceptional children and youth within a school context, which affects the condition, learning characteristics, personal and social challenges, linguistic, social diversity of individuals, and support systems impacted by:

   A. *Intellectual Disabilities*
   B. *Speech and Language Disabilities*
   C. *Developmental Delay*
   D. *Specific Learning Disabilities*
   E. *Emotional Disturbances Disabilities*
   F. *Vision and Hearing Impairments*
   G. *Physical disabilities and health impairments*
   H. *Autism/ Asperger's*
   I. *ADHD*
   J. *IDEA (IEP, Inclusion, LRE) / Section 504 (Modifications - Accommodations)*
   K. *Response to Intervention (RTI), Comprehensive Student Support System (CSSS), Early Warning System (EWS), and Longitudinal Data System (LDS), Multi-Tiered Support Systems (MTSS).*
   L. *Neuroscience Correlation and Social and Emotional Learning (SEL)*

3. The impacts of the exceptionality on the child/youth within the context of school, family, and community systems of support that may be needed.

4. Ethical practices in consultation and collaboration with school personnel, families, and other agency personnel in the development and implementation of individualized education programs relative to the school counseling context.

5. The preparation of goals related to the social, emotional, and behavioral needs of students with exceptionalities or disabilities.

6. Laws and Ethics of identifying and educating students with disabilities and the procedures to implement educational programs for them, in particular, Chapter 60/IDEA and Chapter 15/Section 504.
7. Ethics and cross-cultural issues and how they apply to students with exceptionalities or disabilities within the context of school counseling.
8. Research, assessment, planning, and application to supporting students with exceptionalities or disabilities within the context of school counseling.
9. Consultation and responsiveness relative to the school-counseling context.
10. Integration of 21st century technology (i.e. Google Applications, Prezi, NearPod, etc.) to impact the context of school counseling supports.

Marianist Educational Values:

1. Educate for Formation in Faith: Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provide a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

2. Provide an Excellent Education: In the Marianist approach to education, "excellence" includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

3. Educate in Family Spirit: Known for their strong sense of community, Marianists have traditionally spoken of this sense as "family spirit." Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

4. Educate for Service, Justice, and Peace: The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

5. Educate for Adaptation to Change: In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. "New times call for new methods," Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Rubric for Writing Assignments:

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Part 1. APA Research Paper Guidelines & Rubric

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Guidelines

American Psychological Association (APA) style is an academic format used largely but not exclusively in the social and behavioral sciences for improved clarity of communication. The Online Writing Lab (OWL) of Purdue University (https://owl.english.purdue.edu/owl/) is a good source of information on APA style. And NoodleTools Express (http://www.noodletools.com/login.php) is a useful bibliographic citation generator that includes APA style for preparing literature cited lists and parenthetical citations.

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Part 2. Rubric for an APA Research Paper

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Presentation: Length, Content, Organization, etc.	Level of Proficiency			
Criteria	**Exemplary**	**Accomplished**	**Developing**	**Beginning**
APA Format	____ Entire paper is double-spaced with 1" margins ____ 12 pt font, New Times Roman ____ Correct running head (header) with pagination ____ Title, name, school name centered and double-spaced (please also include course number and title, date and instructor's name) ____ Length sufficient to properly develop written communication with respect to the main idea, subtopics, etc. (ca. 8-10 or perhaps a few more pages)	____ Adheres to APA format but lacks 1-2 elements	____ Adheres to a smaller number APA elements	____ Does not adhere APA elements
Assignment Submission	____ Paper is submitted in electronic format (MS Word) ____ Electronic file has correct file name protocol	____ Paper is submitted in electronic format (MS Word) only	____ Paper is submitted in incorrect electronic format only	____ Paper is neither submitted in correct electronic format or with correct file-name
Abstract	____ Provides complete overview of paper (75-100, or up to 150-200 words) ____ Block style with no paragraphs, text flush left	____ Provides incomplete overview of paper (and significantly less or more than 150-200 words) ____ Incorrect style	____ Abstract present but incomplete, unclear or otherwise minimally acceptable	____ No abstract
Introduction	____ Approximately one paragraph, addressing the topic and main idea ____ Includes thesis statement	____ Of variable length, identifying a topic ____ Includes thesis statement that may not comprise a topic and an	____ Introduction present but incomplete, unclear or otherwise minimally acceptable	____ No introduction

		assertion		
Body	_____ Generally of three elements (of from one to several paragraphs each) _____ Each element supports and develops the main idea (subpoints) _____ Each paragraph contains a clear topic sentence (and also logically leads to the next paragraph)	_____ Less than three elements (of from one to several paragraphs each) _____ Not all elements support and develop the main idea _____ Not all paragraphs contain a clear topic sentence (and also logically leads to the next paragraph)	_____Body present but significantly incomplete, unclear or otherwise minimally acceptable	_____ No body
Conclusion	_____ Typically one paragraph (or maybe more) _____Summarizes the body and concludes the paper _____ Contain restatement of the main idea (or thesis statement), summarize subpoints and leaves the reader with an interesting final impression	_____ Less than one paragraph _____ Summarizes the body incompletely with weak conclusion _____ Contains less than the following: restatement of the main idea (or thesis statement), summarize subpoints and leaves the reader with an interesting final impression	_____Conclusion present but significantly incomplete, unclear or otherwise minimally acceptable	_____ No conclusion
Other Considerations	_____ Contains factual support for the purpose _____ Avoids ambiguity in discussion of methods, results or interpretations _____ Is clear and concise _____ Is developed logically _____ Main points are emphasized and auxiliary or background information is kept in proper perspective	_____ Relatively complete but does not address all points indicated in the presentation guidelines	_____ Incomplete, unclear or otherwise minimally acceptable	_____ Fully lacking in all aspects
Attribution	_____All sources properly attributed, no plagiarism, paraphrasing and direct quotes where appropriate	_____ Sources properly attributed, no plagiarism	_____ Attribution present but significantly incomplete, papers contains plagiarism	_____ No attribution

References & Citations	____ References on separate title page (centered) ____ In correct APA format (all information included and appropriate for type of source) ____ Listed alphabetically ____ Hanging indent ____ Minimum of four credible, accurate and appropriate sources ____ Each source is cited at least once and all cited sources are included in references ____ All citations complete and correctly applied	____ References on separate title page (centered) ____ Not all in correct APA format (all information included and appropriate for type of source) ____ Less than the following (listed alphabetically; hanging indent; minimum of four credible, accurate and appropriate sources; each source is cited at least once and all cited sources are included in references, citations complete and correct)	____References present but significantly incomplete, unclear or otherwise minimally acceptable	____ No references
Style	____ Academically appropriate (formal without being "wordy" or involving affectation (unnatural or artificial expression meant simply to impress) ____ Free of slang, contractions, personal pronouns, "you" ____ Variety of sentence structures ____ Fluency of expression in writing	____ Generally academically appropriate as described	____ Minimally academically appropriate as described	____ Not academically appropriate
Writing Mechanics (standard grammar, spelling, punctuation, and usage)	____ Assignment is at least checked using word processing spelling and grammar tools ____ Assignment is also checked visually for errors not detected electronically ____ Syntax, grammar, spelling, punctuation, usage, mechanics, organization, and clarity are at the highest level	____ Assignment is at least checked using word processing spelling and grammar tools ____ Few to several issues with writing mechanics	____ Assignment shows evidence of minimal review for spelling and grammar errors ____ Multiple issues with writing mechanics	____ Multiple issues with writing mechanics and no evidence of review
Editorial Review	**Level of Proficiency**			
Preparation & Revision	____ Paper submitted for editorial review with all necessary revisions completed prior to presentation	____ Most elements of editorial review addressed	____ Few elements of editorial review addressed	____ No editorial review
Subject: Problem, Research Design & Conduct, Student Involvement in Planning & Execution	**Level of Proficiency**			

Criteria	Exemplary	Accomplished	Developing	Beginning
Problem or Question	____ Value of information to scientific and Native American communities in broadest sense ____ Objectives present and relatively complete	____ Value of information to many members of the scientific and Native American communities ____ Objectives present and relatively complete	____ Value of information to limited members of the scientific and Native American communities ____ Objectives present but incomplete, unclear or otherwise minimally acceptable	____ No value of information to the scientific or Native American communities ____ No clear objectives
Research Design & Conduct	____ All answers presented clearly relate to objectives and the research	____ Some answers presented clearly relate to objectives and the research	____ Answers presented not clearly related to objectives or obtained by the research ____ Research techniques minimally adequate	____ No answers to questions raised by the objectives as research was conducted ____ Research techniques not adequate
Student Involvement	____ Student involvement in all aspects where reasonable or possible	____ Student involvement in some aspects	____ Student involvement minimal	____ No student involvement in planning and execution of the research project

Rubrics for Participation in Class Activities / Presentations:

Distinguished (4):	Proficient (3):	Basic (2):	Unsatisfactory (0-1):
Student demonstrates highest ethical standards and a deep sense of professionalism, focused on improving his/her own practices and supporting the ongoing learning of peers. Activities are efficient and effective, with evidence of peer contribution. Communication with instructor/peers is clear, frequent, and relevant to learning, with meaningful peer participation. Student assumes leadership roles in activities/presentations, and engages in a wide range of student/professional development activities. Reflection on practice is insightful, resulting in valuable ideas for improvement that are shared across student/professional learning communities and contribute to improving the practice of all peers.	Student demonstrates high ethical standards and a sense of professionalism focused on improving his/her own practices, and collaboration with peers. Activities are efficient and effective. Communication with instructor/peers is clear, frequent, and relevant to learning. Student participates in both activities/presentations, and engages in student/professional development activities. Reflection on practice is frequent and accurate, resulting in valuable ideas for improvement.	Student demonstrates modest ethical standards and a moderate sense of professionalism for improving his/her own practices, and modest collaboration with peers. Activities are minimal and partially effective. Communication with instructor/peers is sometimes unclear, sporadic, and of mixed relevance to learning. Student participates to a minimal extent in both activities/presentations, and makes a commitment to student/professional development. Reflection on practice is sporadic and occasionally accurate, resulting in inconsistent ideas for improvement.	Student demonstrates low ethical standards and little sense of professionalism for improving his/her own practices and collaboration with peers. Activities are ineffective/irrelevant, with information lost or missing. Communication with instructor/peers is unclear, infrequent, and irrelevant to learning. Student avoids participating in both activities/presentations and is minimally committed to student/professional development. Reflection on practice is infrequent or inaccurate, resulting in few ideas for improvement.

University Attendance Policy:

The following attendance policy is from the 2018-2019 Academic Catalog (p. 57-58).

Students are expected to attend regularly all courses for which they are registered. Students should notify their instructors when illness or other extenuating circumstances prevent them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's

campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes. Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Attendance Policy and Participation:
Absences:
Due to the accelerated semester, **prompt and consistent attendance is a must.** Missing more than one (1) class means you have missed a substantial section of the semester materials presented. I do know there are unforeseen life circumstances, but I will **ONLY allow one** (1) class absence. Please contact me as early as possible to inform me of your absence. **If more than one class is missed, the student will fail (will be given a "C") and must retake the course the next time it is offered.**

Tardies:
Two (2) late arrivals (or leaving class early) will be recorded as one absence. If a student arrives to class one (1) hour after the start time or leaves one (1) hour prior to dismissal time, it will be recorded as one absence. I do know there are unforeseen life circumstances/emergencies (i.e. severe illnesses, etc.), **the key is communication**, so please inform the professor in advance of the class as best as you can.

*If you are concerned about your progress in this course, please make an early appointment with me as very little can be done at the end of the course to address potential grading concerns.
**Please refer to your CUH Student Handbook and carefully read all of the areas addressing the following:
No make-up work for missed classes will be allowed. No late assignments will be accepted. If an assignment is turned in late, it is given no credit.
If two classes are missed, student(s) must repeat the class.

Academic Conduct Policy:
From the 2018-2019 Undergraduate Academic Catalog (p. 42):
Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

Academic Honesty:

Violations of the Honor Code are serious. They harm other students, your professor, and the integrity of the University. Alleged violations will be referred to the Office of Judicial Affairs. If found guilty of plagiarism, a student might receive a range of penalties, including failure of an assignment, failure of an assignment and withholding of the final course grade until a paper is turned in on the topic of plagiarism, failure of the course, or suspension from the University.

Violations of Academic Integrity: Violations of the principle include, but are not limited to:
- Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.
- Fabrication and Falsification: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
- Multiple Submissions: The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
- Plagiarism: Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source).
- Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.
- Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Plagiarism includes, but is not limited to:
- Copying or borrowing liberally from someone else's work without his/her knowledge or permission; or with his/her knowledge or permission and turning it in as your own work.
- Copying of someone else's exam or paper.
- Allowing someone to turn in your work as his or her own.
- Not providing adequate references for cited work.
- Copying and pasting large quotes or passages without properly citing them.

For further information, please refer to the Student Handbook:
https://studentaffairs.chaminade.edu/wp-content/uploads/sites/28/2018-19-NEW-STUDENT-HANDBOOK.pdf

Cell phones, tablets, and laptops:

Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

Technical Assistance for Canvas Users:
- Search for help on specific topics at help.instructure.com
- Chat live with Canvas Support 24/7/365
- Watch this video to get you started with online guides and tutorials
- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu, or call (808) 735-4855

Title IX Compliance:

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we

encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services. Should you want to speak to a confidential source you may contact the following:

- Chaminade Counseling Center | 808-735-4845.
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

Disability Access:
The University is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for the instructor to plan accordingly. Failure to provide written documentation will prevent your instructor from making the necessary accommodates. Please refer any questions to the Dean of Students. Chaminade will provide assistance for any student with documented disabilities. Any student who believes he/she may need accommodations in this class must contact **Dr. June Yasuhara, 735-4845**, at the Counseling Center (office next to Security) in order to determine if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion.

Course Assignment Requirements:

1. **Attendance, Professionalism, and Participation:** Each student is expected to be on-time to class, prepared with all text and materials, actively engaged in the activity or presentation, and most of all respectful of their peers. If a student misses one class either via tardy or leaving early/missing class completely, and/or does not participate, **(-75 points)** will be assessed to final grade.

2. **Counselor Candidate Activities (CCA): 2** total (CCA 1: 20 / CCA 2: 50 points) CCAs are course activities designed to help students with technology (https://bookcreator.com/), activities, and/or project integration pertaining to the educational/counselor field. Points will be awarded based on participation and/or written assignments with APA format as needed; Times New Roman 12 point font reflection.. *Points, pages, and/or activities will be determined by instructor* **(70 points *Professor to explain/breakdown)**

3. **Critical Thinking Reflections (CTR):** 3 total (1: 20, **2: 30, 3: 80**). Critical thinking reflections will support candidates throughout the course using materials, resources, and school visit to develop their knowledge to assist them on their signature summative assessment written in APA format; Times New Roman 12 point font reflection. *All work must be completed in APA format.* **(130 points *Professor to explain/breakdown)**

4. **Part 1: School Visit/Interview:** Students will be assigned by the professor to visit a DOE elementary or secondary (middle or high) school and interview a school counselor(s) **(minimum of 4 hours)** to understand the role/profession. This visit as an "active observer" will assist students in the following: developing ideas as a school counselor candidate, challenges in the profession for you, and your impressions of the job duties performed by the school counselor observed. This assignment will also support students in the Final Signature Assessments. **(100 points)** *REQUIRED Pre-approvals: Candidates must get professor approval FIRST, IF deciding on a different school and NOT ALLOWED to contact schools on their own at anytime.*

Part 2: CTR 2 (School visit write-up/presentation): Students will need to critically think and integrate context of online school research, school visit, and course work with your own personal and professional knowledge with a 4 page APA format; Times New Roman 12 point font reflection. **(30 points)** *Students will be sharing about school visits weeks 7 and/or 8.*

Part 3: CTR 3 (Signature Assessment: Summative Assessment Write-Up): Your written section of your comprehensive guidance plan will be your Summative Assessment which will consist of the demonstration of proficiency in the following areas, but are not limited to: IDEA, 504, areas of the Individualized Educational Program (IEP) and evaluation process, RTI/CSSS processes, neuroscience correlation to SEL, and topics encompassing supporting the whole child for learning that you will be presenting. Your written section must contain at least a minimum of 4 sources, 8-10 pages in length, and all work must be completed in APA format. **(*80 points)**

5. **Final Signature Assessment Presentation/e-Portfolio:** Your final signature assessment will require you to create and present YOUR **generalized** comprehensive school guidance plan **utilizing/integrating the ASCA model** (Foundation, Management, Delivery, and Accountability), which **MUST** include the following components:

   ● Understanding the main concepts of your school counseling guidance plan revolving around what you have learned throughout the course, especially special education focuses.
   ● Include a Section 504 Plan reflecting the type of student (i.e. disabilities, exceptionalities, etc.) you are servicing.
   ● You must also incorporate Academic, Personal and Social/Emotional Learning challenges/SMART goals and a data collection system that will reflect how you target interventions especially for students with disabilities/exceptionalities within your Section 504 Plan.
   ● Counseling strategies (i.e. Types of Interventions, Parental/Community strategies, etc.) to impact your counseling guidance plan.
   ● Candidates must also include the following, but are not limited to: IDEA, areas of support revolving around the Individualized Educational Program (IEP) and evaluation process, RTI/CSSS processes, neuroscience correlation to SEL, and topics encompassing supporting the whole child for learning.
   ● Duration of your presentation should be no longer than 20 minutes and must integrate 21st century technology AND linked to a children's picture book/CCA 2: book creator based on disability of choice.

   Explanation of Final Signature Assessment will be given 1st week of course.
   Points will be awarded based on depth of research, knowledge, and use of technology when sharing with class. Your presentation and any other documents connected to your Signature Assignment should be uploaded to Canvas by December 15 *GRADES are due December 16.* **(100 points)

Grading Scale: Max 400 points

100% - 90% (400 - 360)	A
89% - 80% (359 - 320)	B
79% - 0% (319 - 0)	C *Retake of course

PSY 500 - WEEKLY SCHEDULE
Syllabus may be subject to change based on the dynamics of current events / course situations

Week:	Topics:	Review / Assignments Due:
Week 1: October 8	Introductions, Syllabus Review / Contact Information Course Overview & Objectives ESSA - Whole Child Focus State Strategic Plan & Academic Plan The Current Role of School Counselors The WHY? Helping Children Succeed (Tough) - SEL **Foundation - ASCA**	Please briefly read through the following to prepare for this course: *Read McGinley/Trolley: Chapters 1-2 *Read Tough: Chapters 1-4 *School Visits *Picture Book - **https://bookcreator.com/**
Week 2: October 15	Collaboration / Teamwork **Neuroscience - SEL Correlation**	*Read McGinley/Trolley: Chapters 4 *Read Tough: Chapters 5-7 **(CCA 1 DUE)**
Week 3: October 22	Laws & Ethics FAPE / FERPA / IDEA 504 (Disabilities / limiting access) FBA/BSP *Updates Referral Process (Inclusion, IEP, LRE, SFTs) Data Collection / Analysis ***Management - ASCA**	*Read McGinley/Trolley: Chapter 3 *Read Tough: Chapters 8-10 **(CTR 1 DUE)** - Personal/Professional belief of what school counselor is/does based on supporting ALL students & integrating SEL
Week 4: October 29	RtI/eCSSS/EWS/LDS/MTSS/Tier 1-3 Support Services Data Teams / Data Walls (ABCs) Planning Home/School Connections	*Read McGinley/Trolley: Chapters 5-6 *Read Tough: Chapters 11-14
Week 5: November 5	Assessments & Evaluations ***Delivery - ASCA**	*Read McGinley/Trolley: Chapters 7-8 *Read Tough: Chapters 15-17
Week 6: November 12	TBD	*Read McGinley/Trolley: Chapters 9-10 *Read Tough: Chapters 18-20
Week 7: November 19	Data Monitoring ***Accountability - ASCA** Transitions At-Risk - Culturally Responsiveness Supports Practices / Learning Improvements Psychosocial Issues/ Crisis & Theories of support ***Begin Signature Assessments**	*Read McGinley/Trolley: Chapter 11-12 *Read Tough: Chapters 21-23 *Complete all school visits **(CCA 2 DUE)** - **https://bookcreator.com/** *(CTR 2 DUE) - Share visits & presentations
Week 8: November 26	Sharing of Model Comprehensive School Counseling Programs (In-Depth Q&A to assist with Signature Assessment)	Overflow of presentations from Week 7
Week 9: December 3	*Signature Assessment Presentations	**Final Signature Assessment e-Portfolio/Presentations**
Week 10: December 10	*Signature Assessment Presentations *Due to Canvas by Dec. 15 as grades *are due Dec. 16* Course Evaluation	**Final Signature Assessment e-Portfolio/Presentations: Summative Assessment Write-Up (CTR 3 DUE December 15)** Enjoy your winter break!