EDSP 975 Supervision of Pupil Services-DEAdd-2017-03-14

- The workflow icon is no longer available. Please click on the Page Status after the orange circle icon near the page title. *

Form Information

The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

First Step: **ONLY** change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-DEAdd-2015-08-10**

- *If DUAL LISTED list BOTH courses in the page title*

Second Step: Click **"SAVE"** on bottom right

- *DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS*
- *Please be sure to remove the Brackets while renaming the page*

Third Step: Make sure the word *DRAFT* is in yellow at the top of the proposal

Fourth Step: Click on "**EDIT CONTENTS** "(not EDIT) and start completing the template. When exiting or when done, click **"SAVE"** on bottom right

When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow.
Indicates a required field

Proposer*	Timothy J. Runge	Proposer Email*	trunge@iup.edu
Contact Person*	Timothy J. Runge	**Contact Email***	trunge@iup.edu
Proposing Department/Unit*	EDSP	**Contact Phone***	724 357-3788

Course Level*	graduate-level

Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course

Course Prefix /Number*	EDSP 975
Course Title*	Supervision of Pupil Services
Type of Proposal*	*See CBA, Art. 42.D.1 for Definition* online
Brief Course Outline*	*Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments* *As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or* *direct faculty instruction, there should be a minimum of two hours of out of class student work.* The following is the Course Outline from EDSP 975 Supervision of Pupil Services that was approved at Senate in 2009. Bulleted items were added since then to provide additional details per new curriculum review requirements.

Class	Topics
1	**Introduction to Course** - Review of Supervision of Pupil Services Preparation Program at IUP - Review of Activities of Pupil Services Director

2	**Modalities of Supervision**
	• Psychotherapy-based supervision • Person-centered supervision • Developmental approaches
3	**Supervising School Psychology Services**
	• Special education evaluations • Special education placement, services, and supports • Academic and behavioral consultation • Section 504 plans • Systems-level support • Special education law (Individuals with Disabilities Education Improvement Act; Pennsylvania Code, Chapters 12 and 15) • Confidentiality and mandated reporting
4	**Supervising School Counseling Services**
	• Developmental guidance curriculum • Small group, brief counseling • Individual, brief counseling • Career counseling • Post-secondary transitions • Confidentiality and mandated reporting • Student support services law (Pennsylvania 22 Code Chapter Chapter 12: Students and Student Services)
5	**Supervising School Health Services**
	• Mandated screening and reporting • Care coordination • Interfacing with medical professionals and parents • Community / Public health • Health Insurance Portability and Accountability Act (HIPAA)
6	**Supervising School Social Work Services**
	• Direct and indirect intervention • Individual, group, family counseling • Consultation with educational, mental health, and medical professionals • Networking for families • Family systems • Student support services law (Pennsylvania 22 Code Chapter Chapter 12: Students and Student Services)
7	**The Role of the Pupil Services Director in Systems-Level Change**
	• Systems-level change • Organizational psychology
8	**The Role of the Pupil Services Director in Data Management (Student Assessment Services)**
	• Data warehousing systems • Data inquiries • Law and ethics related to data management • Family Educational Rights and Privacy Act
9	**The Role of the Pupil Services Director in Needs Assessment, Program Planning, and Professional Development**
	• Role and function of needs assessment • Needs assessment models • Law and ethics related to program evaluation
10	**Accountability in Pupil Services: Evaluation of Pupil Services Functions**
	• Models of evaluation (e.g., administrative, clinical) • Ethical principles • Legal obligations • Cultural awareness in administrative roles

11	**Professional Associations Supporting Pupil Services** (National Association of Pupil Services Administrators [NAPSA] / Pennsylvania Association of Pupil Services Administrators [PAPSA]) • Advocacy • Membership and leadership • Conference and professional development
12	**The Role of the Pupil Services Director in Selection of Staff** • U.S. Equal Employment Opportunity Commission • Interviewing practices • Credentialing • Professional development
13	**The Role of the Pupil Services Director in Program Evaluation** • Role and function of program evaluation • Models of program evaluation • Law and ethics related to program evaluation
14	**Working with Families and Diverse Student Populations** • Implicit and explicit bias • Mitigating bias • Culturally- and linguistically-appropriate administrative supervision
Final	**Independent Study Module: Legal and Ethical Issues in Pupil Services**

Rationale for Proposal (Required Questions from CBA)

How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?*	Dr. Runge has previously taught EDSP 102, 373, 477, 624 as distance education courses using both Moodle and D2L. Dr. Runge originally developed the materials for EDSP 373 and 624 to be delivered via distance format, so he has experience developing new courses for online delivery. Prior to working at IUP, Dr. Runge facilitated online learning in the area of behavioral assessment for the Pennsylvania Department of Education using Moodle. In addition to teaching these courses via distance format, he regularly uses D2L for his traditional courses as a repository of information, avenue to facilitate discussion between class meetings, and administration of exams and quizzes.
For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.*	The following objectives were previously approved by Senate in 2009. Details regarding how these objectives will be assessed using Distance Education technologies are offered below.

Course Objective and Performance Indicator	Course Assessment Measuring Objective
1. Analyze the different functions of various educational specialists, including school psychologists, guidance counselors, social workers, home/school visitors, and school nurses	Interview Summary Report; Article Questions; Discussion Board Posts
2. Examine supervisory skills and approaches for general use and delineated by various job titles	Article Questions; Abstract of Book on Educational Supervision; Discussion Board Posts
3. Analyze the organization of pupil services, including job analysis and district-wide needs assessment	Interview Summary Report; Discussion Board Posts
4. Analyze differing administrative functions of the pupil service department in various types of local education agencies (e.g., urban vs. rural school districts; intermediate units)	Reflection Paper; Discussion Board Posts
5. Identify procedures for determining the unique professional development needs of pupil services personnel as well as planning for appropriate professional development programs	Interview Summary Report; Discussion Board Posts
6. Evaluate strategies and formats for the performance evaluation of different pupil services personnel	Small Group Activities; Reflection Paper; Abstract of Book on Educational Supervision; Discussion Board Posts
7. Examine budget planning and fiscal management within pupil services departments	Interview Summary Report; Discussion Board Posts
8. Evaluate program development and implementation that correspond to the priorities of the local educational agency (LEA)	Small Group Activities; Reflection Paper; Discussion Board Posts
9. Identify strategies for the evaluation of the effectiveness of the pupil services functions within the overall mission of the LEA	Small Group Activities; Reflection Paper; Discussion Board Posts; Abstract of Book on Educational Supervision
10. Analyze the management of day-to-day operations of the pupil services department, including dealing with interpersonal dynamics and conflict;	Article Questions; Reflection Paper; Precis; Discussion Board Posts
11. Identify how LEAs organize district-wide student assessment;	Reflection Paper; Discussion Board Posts
12. Apply legal and ethical issues in pupil services supervision and administration to real-life situation	Exam; Discussion Board Posts

How will the instructor-student and student-student interaction take place?* (if applicable)	Instructor-student interactions will occur via my detailed feedback on quiz essays, discussion board postings and responses, and specific feedback on assignments (e.g., small group activities and case study and presentation) Student-student interactions will occur via discussion board postings and responses and collaboration on small group activities. Regarding discussion board postings: Typically students choose from a menu of options (i.e., topics) and provide one original response to that topic. I then typically require students to reply to at least one of their peer's original postings. This facilitates interaction among the students in an asynchronous manner. Regarding small group activities: Typically I assign students to groups and give them a small task to complete. These activities may include: applying or expanding on a topic I have recently taught; providing them with a real-life scenario that they must address; researching a topic; or learning a new topic well enough to teach others. I then require the small group to provide the rest of the class with a summary of their assigned task and how they responded / completed that task. These activities, therefore, often take the form of a jigsaw activity where each group does work that is then provided to everyone else so that the whole class benefits from each group's work.
How will student achievement be evaluated?	Student achievement is evaluated via a number of assignments including: 1. Adequacy and relatedness of original postings to discussion boards 2. Adequacy and relatedness of replies to peers' original postings to discussion boards 3. Individual performance on group activities 4. Group performance on group activities 5. Quizzes, inclusive of multiple choice, T/F, and essay 6. Adequacy and comprehensiveness of completion of the independent study on ethical and legal issues in pupil services administration 7. Adequacy and thoroughness of presenting the independent study on ethical and legal issues in pupil services administration study to the class
How will academic honesty for tests and assignments be addressed?*	D2L quizzes are secure and locked for access only during pre-established times. Further, I have a rather extensive item test bank from which items are randomly drawn. Consequently, each student receives a different quiz. Discussion board postings are tagged by the respondent automatically in D2L. It is unlikely that someone other than the student would be able to log on as the student and complete the discussion board postings. Group activities are tagged by the respondent automatically in D2L. It is unlikely that someone other than the student would be able to log on as the student and complete the group activities. Further, whenever I conduct a cooperative learning group, I have each member of the group provide confidential ratings to me of how well their groupmates participated in the assignment. The case study will be self-selected by the student with approval from the instructor to avoid topic redundancy in the class. Responses to the independent study on ethical and legal issues in pupil services have to be submitted via D2L.

Please scroll to the top and click the Page Status if you are ready to take action on the workflow.
Please submit an ihelp if you have any questions http://ihelp.iup.edu