

**Department of Counseling Education & Rehabilitation, CSU-Fresno
COUN 242 Parent Education, Pupil Advocacy & Consulting (3 units)
Fall 2019**

Instructor: Dominiqua M. Griffin, PhD
 Day & Time: Mondays 4:00 p.m. until 6:50 p.m.
 Room: ED 193
 Office Hours: Tuesdays (virtual) 4-6pm and Wednesdays (in person) 3-6pm;
 By appointment in ED441.
 Phone: (559)278-0383 Email: dmg31@csufresno.edu (preferred)

Prerequisites

COUN 174 and 200 or equivalent. Emphasis on current theory and methods of parent education, pupil advocacy, and consulting. Examination of current models in each area including ethical standards, legal concepts, and professional responsibility.

Required text

Doughtry, Michael (2014), *Psychological Consultation And Collaboration In Schools And Community Settings (6th ed.)*. Brooks/Cole, Carnegie Learning
 The ASCA National Model For School Counseling Standards Programs (3rd Edition-2012)

Bryan, J., & Henry, L. (2012). A model for building school-family-community partnerships: Principles and process. *Journal of Counseling and Development* : *JCD*, 90(4), 408-420.

Dotson-Blake, Kylie P., Foster, Victoria A., & Gressard, Charles F. (2009). Ending the Silence of the Mexican Immigrant Voice in Public Education: Creating Culturally Inclusive Family-School-Community Partnerships. *Professional School Counseling*, 12(3), 230-239.

Additional articles will be shared on Canvas.

Recommended text

Maxwell, John (1993), *Developing the Leader Within You*. Thomas Nelson, Inc.

Course Description and topics

This course will review current theories and methods in the field of psychological consultation. While reviewing theories and methods in psychological consultation, attention will be placed on parent education and pupil advocacy including ethical standards, legal concepts, professional responsibilities, and the National Model for School Counseling Programs. Specific topics will include:

1. Introduction, definition, and history of consulting.
2. Consultation and the National Standards for Counseling
3. Issues related to the theoretical and applied aspects of consultation.
4. Cross-cultural consultation.
5. The stages and processes of consultation.

6. Evaluation as an integral component of consultation.
7. Mental health consultation.
8. Behavioral approaches to consultation.
9. Organizational change through consultation.
10. Consultation with parents.
11. Consultation with teachers.

Course objectives

Students who successfully complete this course will be able to demonstrate the following:

1. Develop methods of working with school staff and parents, which include planned prevention programs to help alleviate school failure and promote ways of increasing pupil successes in K-12 school settings. **CTC 4, 8, 10, 13, 17, 19, 21, 23, 27, 28**
2. Develop and apply methods of consultation services to include conflict resolution, team consultation procedures, and classroom management skills for teachers, school discipline models and strategies for teachers. **CTC 2, 5, 9, 10, 13, 14, 21, 24, 26**
3. Provide methods of consulting with schools and develop appropriate consultation models with teachers, administrators, and parents through the utilization of counseling methods. **CTC 2, 7, 10, 16, 26, 27, 30**
4. Investigate procedures for developing methods to be used in formulating pupil advocacy programs. **CTC 4, 6, 7, 10, 12, 18, 26, 27, 30**
5. Design and apply appropriate parent education program for specific population group. **CTC 2, 4, 10, 24, 27**
6. Recognize and apply appropriate legal concepts and legal procedures in working with consultees. **CTC 6, 10, 18**
7. Pursue professional development in consultation and apply concepts to both public and private sectors. **CTC 10, 18**
8. Identify the cultural issues in developing and applying methods of consultation services. **CTC 3, 10**

Course organization

This course will be offered in the following clusters:

1. Review major issues in consultation.
2. Stages and processes, as well as evaluation, in the practice of consultation.
3. Reviewing the mental health model as well as the behavioral approaches
4. Consultation related to student advocacy.
5. Consultation with parents.
6. Consultation with teachers.

Methods of instruction

The following instructional methods will be utilized as appropriate:

1. Lecture and discussion.
2. Small group activities.
3. Case studies.

4. Student presentations.
5. Written materials from outside sources.

Knowledge base for course

The knowledge base for this course contains the following four components:

1. **Philosophical and ideological:** The major philosophical component lies in clinical consultation, an approach used since the middle of the 19th century. Pioneering work by Caplan (1970) and early contributions from Lewin (1951), behavioral models (Bergan, 1977), and community psychology (Mannino & Shore, 1975; 1985) have shaped the current field. Ideally, it is believed that a person or a group can benefit from the input of a consultant when problems arise and solutions are needed to solve the problem. The way in which a person works with one person or a group of persons will enable action and/or permit positive change to emerge.
2. **Cognitive and reflective:** The functions of the consultant, which were initially derived from the clinical model, became much more active with the input of the behavioral approaches. The behavioral approaches assisted the identified problem(s) to become part of the cognitive domain. Since, from a social-learning perspective, it is recognized that problems are learned, it is not necessary to employ traditional psychodynamic labels, furthermore, it is also recognized that a person or group can make an effort to become aware of and change a set of triggering conditions, which can contribute to a forum for positive transformation. The reflective model will be emphasized in this consultation course. The model is collaborative and cooperative and depends largely on the listening skills of the consultant.
3. **Integration and application:** During the past years research in the fields of parent education, pupil advocacy, and consultation have proven to be fruitful in providing a method for integrating information from a variety of conditions and for the examination of various applied models. The term consultation is defined in several ways depending on the set of specific conditions. Consultation is viewed as being separate and distinct from advice giving, supervision, therapy, counseling, teaching, and organizational development differences are recognized between internal and external consultants. Research has provided useful interpretation for three consultative interventions: primary, secondary, and tertiary. There are now direct and indirect interventions and guidelines for the consultant and for the consultee.
4. **Diversity:** The American Counseling Association recognizes cultural diversities as important factors deserving increased awareness and understanding on the part of all professional personnel in counseling. Consultants who are involved in cross cultural settings will need to consider that cultural differences between the consultant and the consultee may produce some barriers to the successful operation of the process and act accordingly.

Course Requirements

1. **Reading assignments:** Complete textbook readings from the chapters assigned in the tentative schedule.
2. **Consultant Interview (CTC 10 Practice; CTC 12 Practice):** Each student will be asked to make a personal visit to a consultant, a parent educator or a child advocacy expert and make an oral report to the class. Student will submit a double-spaced, two-page summary of your interview to the professor by the due date. The interview will address the following area: what programs and strategies does the consultant employ when working with school staff and parents to alleviate school failure and increase pupil success? The interview will include the following questions:
 - a) What specific **programs** and **strategies** are used by the consultant?
 - b) What does the consultant see as the **biggest problem(s)** facing counselors in working with school staff, parents and students?
 - c) What **strategies** does the consultant employ to overcome these problems?

The interview will be assessed according to the following: (max. pts 10)

Name of the interviewee/

Position/district/grade level served: Poor Fair Good Excellent (max. pts: 2)

Summary of answers to the questions: Poor Fair Good Excellent (max. pts: 4)

Personal comments: Poor Fair Good Excellent (max. pts: 4)

3. **Final Course exam (CTC 10 Assess; CTC 12 Assess; CTC 27 Assess):**
Students will be responsible for text materials, and course handouts. The exam will consist of objective questions related to specific course objectives (from text assignments and class presentations). Students will be presented with two vignettes. In one vignette, the student will be required to design and apply an appropriate parent education program for a specific population group. In the second vignette, the student will be required to develop a specific method for working with school staff and parents around a program to alleviate school failure and increase pupil success. Students may use the Consultant Interview as a source of information for this requirement.
4. **Funding Proposal (CTC 10 Assess; CTC 12 Practice; CTC 15 Practice; CTC 25 Assess; CTC 29 Assess):** Groups will create a funding proposal to address a selected counseling/consulting challenge that you all worked on throughout the semester. Consider developing a large program to tackle the issue your consulting firm handled this semester. The grant is \$1million and your program should be systemic, impacting various stakeholders, students, and policies. At the end of the semester you will present your proposal in a 5 minute Shark Tank format, as creatively as possible, highlighting the important information. You will present to

a panel of local school counselors and local stakeholders. You need to submit the proposal as a Word document and the Shark Tank presentation can be in a creative format.

- a. Groups will complete a funding proposal for a counseling/consultation challenge that they would like to address. Request for Funding Application/RFA will be researched by group.
- b. Research journal articles that address your Funding Proposal
- c. Include the full name of the journals.
- d. Include the full name of the articles along with the author(s).
- e. Publication date of the journals, along with the volume number.
- f. Submit a double-spaced, 5-page literature review of the articles (synthesize the articles, do not discuss the articles individually; minimum of 8 articles reviewed as a group). In the additional pages you should have the purpose, background information, timeline, budget, and significance of your program/initiative.
- g. Cover: Purpose of the Funding Proposal, how data was gathered and then present a summary of the results, including conclusions reached by the author(s).
- h. Write comments giving your analysis/opinion(s) of the articles as they relate to your Funding Proposal.
- i. Determine how the issue is being handled in another country – Global Perspective (the article can provide the Global perspective, or you may reference another article).
- j. Groups will submit an online copy of the Funding Proposal to professor by the date of the presentation.

The Funding Proposal will be assessed according to the following: (max. pts 20)

Need-ability:	Poor	Fair	Good	Excellent (max. pts: 5)
Fundability:	Poor	Fair	Good	Excellent (max. pts: 5)
Sustainability:	Poor	Fair	Good	Excellent (max. pts: 5)
Presentation:	Poor	Fair	Good	Excellent (max. pts: 5)

5. **Group Workshop (CTC 3 Practice; CTC 10 Assess; CTC 11 Practice; CTC 13 Practice; CTC 24 Assess; CTC 25 Practice; CTC 26 Assess; CTC 27 Practice; CTC 28 Assess):** Each student will be assigned to a group in the class. Theoretically, the group will act as consultants and the rest of the class will become the consultees. This will encourage you to develop a workshop type of presentation, which will provide an atmosphere of learning for the consultees. The setting from which you present may represent public or private organizations; workshop materials will be prepared in advance for the consultees. The workshop will take 40-45 minutes. Use a current situation occurring at one of your school sites to collaborate with the counselor or other school officials to solve the issue. Present data from the school but use pseudonyms in your presentation. Each group must develop and present a program/initiative using a consultation/collaboration model for working with teachers, parents or

administrators in one of the following areas (groups may create a different scenario with the instructor's permission):

- a. A planned prevention/intervention program, i.e. drug abuse prevention, school drop out prevention, intervention with at-risk students, positive alternatives to gangbanging, increasing school success for elementary, middle, or secondary school students.
- b. You are invited to lead the faculty and staff of a local elementary school through a conflict resolution session.
- c. Prepare and present a classroom management plan, which might include such issues as a planned discipline program, classroom management skills, the classroom as a group, conflict resolution, and/or problem solving.
- d. Develop a consultation model for working with teachers, parents or administrators.
- e. Develop a consultation model for student advocacy.
- f. Develop a parent education model based on the theory of your choice.
- g. Teach multiculturalism to students.
- h. Design and implement a peer counseling/helping program.
- i. Student Study Teams.
- j. Strategies to motivate high school students.
- k. Adolescent mental health.
- l. Gang awareness and intervention.
- m. School to work.
- n. Ways to develop effective relationships among teachers, staff, families and others within a multicultural and multi-linguistic context

Guidelines for your presentation: work together; avoid lecturing; action; have prepared materials; have fun; be creative; select a model and stay with it; make it replicable (by others); link your journal articles; plan ahead; borrow from others; cite your references; create and **Email your power-point presentation to the professor by due date. Complete Peer Evaluation of group members.**

Group presentation will be evaluated according to the following:

QUALITY	C	B	A		
ORGANIZATION	1	2	3	4	5
USE OF VISUAL AIDES	1	2	3	4	5
QUALITY OF INFORMATION	1	2	3	4	5
STIMULATING & ENGAGING AUDIENCE	1	2	3	4	5
OVERALL QUALITY	1	2	3	4	5

6. **Journal Article Review (CTC 19 Practice):** Each student will select one of three current article topics for review (**Consulting; Parent Education; Child Advocacy**).

- a. Select a context for your journal article review (Parent Education, Pupil Advocacy, Consulting).
- b. Include the full citation at the top of your review (name of the journals, the full name of the articles along with the author(s), publication date of the journals, along with the volume number
- c. Submit a **double-spaced**, 1-1.5 page write up of the articles.
- d. Discuss the **purpose** of the articles, **how data** was gathered and then present a **summary** of the results, including **conclusions** reached by the author(s).
- e. Write comments giving **your opinion(s)** of the articles.
- f. Determine how the issue is being handled in **another country** – ***Global Perspective*** (the article can provide the Global perspective, or you may reference another article).
- g. Use APA format, proofread before submission.
- h. **Upload articles and references, along with your assignments. Include the article and your review in one document by the due date.**

The review will be assessed according to the following: (max. pts 10 @ article)

Include items abcg mentioned above:	Poor	Fair	Good	Excellent (max pts: 2.5)
Article purpose & summary:	Poor	Fair	Good	Excellent (max pts: 2.5)
Personal comments	Poor	Fair	Good	Excellent (max pts: 2.5)
Global Perspective	Poor	Fair	Good	Excellent (max pts: 2.5)

7. **Professional Development (CTC 8 Practice):** Each candidate will attend a school counseling (or related) conference, workshop or in-service. Students will provide the agenda and submit a one-page summary of their professional development experience.
8. **Stage and Leadership Recapitulation (CTC 5 Practice; CTC 10 Practice; CTC 26 Practice):** Groups will reinforce Consultation Stages through presentations. Groups will create and present a 15-20 minute synopsis (media and or role-play) of Consultation Stages with Leadership emphasis; parts of the designated stage per group (Entry, Diagnosis, Implementation, and Disengagement)

Course grading

Category	Points
Consultant Interview	10
Final Examination	20
Funding Proposal	20
Group Presentation	10
Journal Article Review	10
Professional Development	10
Stage & Leadership Recapitulation	20
Total	100

Letter grades will be based on the accumulated points listed in the following:

A: 765 and above (90% and above)

B: 680-764 (80% - 89%)

C: 595-679 (70% - 79%)

*This syllabus is subject to change based on unique characteristics of class and situations surrounding it.

University/Departmental Policies

Students with Disabilities:

Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

Cheating and Plagiarism:

Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it includes any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work. Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Computers:

"At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Disruptive Classroom Behavior:

"The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process,

creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

Copyright Policy:

Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its [Copyright Web Page](http://www.fresnostate.edu/home/about/copyright.html)

<http://www.fresnostate.edu/home/about/copyright.html>

Blackboard/Canvas course web sites contain material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

For free tutoring on campus,:

Contact the [Learning Center](http://fresnostate.edu/studentaffairs/lrc) (<http://fresnostate.edu/studentaffairs/lrc>) in the Collection Level (basement level) of the Henry Madden Library. You can reach them by phone at 559.278.3052.

Our campus has developed [SupportNet](http://fresnostate.edu/studentaffairs/lrc/supportnet)

(<http://fresnostate.edu/studentaffairs/lrc/supportnet>) to connect students with specific campus resources promoting academic success. Students may be referred to it if you believe they need the services provided by SupportNet to succeed in your course.

Policy on the use of electronic devices in the classroom (Adopted by the Counselor Education Program, 12/11/07). Living in these modern times comes with unique challenges that, by their very nature, may degrade the learning environment, create a disrespectful environment for the professionalism of the instructor, and be a nuisance for all. As such, the department has adopted guidelines for appropriate use of electronic devices within the classroom. **Cell Phones:** Students must put cell phones on "silent mode" upon entering the classroom, and all cell phone business must be handled on breaks. In some specific laboratory settings, the presence of even "silent" cell phones may interfere with electronic devices used to advance the learning process, and in some cases your instructor may require that you turn cell phones to the "off" mode. "Texting" during class is offensive and will not be tolerated. If you are "on call" for a mental health

agency or some other urgent service, let your instructor know in advance of each class meeting that you have such responsibilities. **Computers:** While computers are generally welcome in most classrooms (unless otherwise specified by the instructor), their use is strictly confined to direct educational support for the specific class being attended (note taking, seeking course-related material, etc.) The use of an open computer for activities such as instant messaging, chatting, social networking (Instagram, Facebook, Twitter, etc.), shopping, bidding, surfing, e-mailing, etc., is strictly prohibited. **iPods, MP3 players, etc.:** The use of such devices, with the accompanying use of earphones, ear buds, etc., is strictly prohibited. Of course, assistive devices of a similar nature are always welcome; the instructor should be apprised in advance of their presence. Students who are in violation of this policy and have been previously warned are considered to be in violation of the **University Policy on Disruptive Classroom Behavior** and will be subject to disciplinary action.

Subject to Change Statement

This syllabus and schedule are subject to change in the event of extenuating circumstances.

Course Policies

1. All papers, projects, and exams are due at the beginning of class or at the time specified (see attached calendar). Late papers will automatically have the final score reduced by one point for each *day* (not class meeting) that the paper is late. No papers will be accepted 4 days after the due date without prior permission from the instructor. In case of urgent personal emergencies, the instructor should be contacted as soon as possible to discuss alternative arrangements. Please note, computer and work related difficulties are not considered personal emergencies: Plan accordingly!!
2. **Writing Instructions:** Writing is an important skill for counselors to develop. Through writing, counselors will communicate their ideas to other professionals and clients, document the efficacy of their work to outside agencies, and present new ideas to further their practice. In addition, many of the communication skills used in writing are also used when communicating verbally and non-verbally with clients in the counseling setting. Therefore, students are expected to produce well-written, graduate-level papers and will be graded in accordance with this expectation. All writing submitted to the professor should be a final draft, free of spelling, grammatical, stylistic, and typographical errors. Students are expected to use a concise and professional writing style (see *APA Publication Manual*). Students are encouraged to allow ample time for writing, keeping in mind the frequency of computer glitches. Students who would like extra assistance with their writing skills should contact the Writing Center in the English Department (278-2553).

Counseling 242 – Spring 2019 - Tentative Course Schedule

Date	Topics	Reading Assignment	Due	Student/Group
08/26	<ul style="list-style-type: none"> ● Introduction to course & materials: a) syllabus b) class requirements c) introduction to topics d) group assignment and discussions ● Multicultural and Social Justice Competencies 			
09/02	<ul style="list-style-type: none"> ● NO CLASS (LABOR DAY) 			
09/09	<ul style="list-style-type: none"> ● Stages of Consultation (CTC 9 Introduce; CTC 30 Practice) ● Using Data in Partnerships (CTC 10 Introduce; CTC 25 Practice; CTC 28 Practice; CTC 30 Practice) 	Ch.1; Bryan, et al		
09/16	<ul style="list-style-type: none"> ● School Based Consultation/Collaboration (CTC 9 Practice; CTC 22 Practice; CTC 27 Practice; CTC 29 Practice) ● Adlerian Consultation (CTC 10 Introduce; CTC 11 Practice; CTC 24 Practice) 	Ch.12		
09/23	<ul style="list-style-type: none"> ● Documenting Collaborations (CTC 19 Practice; CTC 30 Assess) ● Consulting with Families 		Consultant Interview	
09/30	<ul style="list-style-type: none"> ● Working with Families and Trauma (CTC 7 Practice) ● Group Entry Stage/Leadership Recap ● Diagnosis Stage ● Participant Activity 	Ch.4	Entry Stage/ Leadership Recapitulation	
10/07	<ul style="list-style-type: none"> ● Group Diagnosis Stage /Leadership Recap ● Implementation Stage ● Participation Activity 	Ch.5 Dotson-Blake, et al	Diagnosis Stage/ Leadership Recapitulation	
10/14	<ul style="list-style-type: none"> ● Group Implementation Stage/Leadership Recap ● Disengagement ● Participation Activity 	Ch.6, ASCA- I	Implementation Stage/ Leadership Recapitulation	
10/21	<ul style="list-style-type: none"> ● Group Disengagement Stage/Leadership Recap ● All Stages Participation Activity (CTC 7 Assess; CTC 29 Practice; CTC 29 Assess) 	Ch.7	Disengagement Stage/ Leadership Recapitulation	

10/28	<ul style="list-style-type: none"> ● Child Advocacy (CTC 18 Practice; CTC 23 Practice; CTC 29 Practice) ● Funding Proposal Group Work 	Ch.8		Groups 1 & 2 Workshops
11/04	<ul style="list-style-type: none"> ● Mental Health Consultation and Collaboration (CTC 11 Practice; CTC 25 Practice) ● Organizational Issues (CTC 22 Practice) ● Behavior Health (CTC 25 Practice) ● Consulting Group Presentation 	Ch.9-10		Group 3 Workshop
11/11	NO CLASS (VETERAN'S DAY)			
11/18	<ul style="list-style-type: none"> ● Funding Proposal Group Work 	Group Work		Group 4 Workshop
11/25	<ul style="list-style-type: none"> ● Organizational Consultation and Collaboration (CTC 23 Practice) ● Legal Issues and Ethical Concerns (CTC 18 Practice) 	Ch.11,14	Journal Article Review NCATE 1.8	
12/02	<ul style="list-style-type: none"> ● Funding Proposal Reports ● Final Review 	ASCA- IV	Funding Proposal Due Professional Development Conference/ workshop report	
12/09	<ul style="list-style-type: none"> ● Funding Proposal Shark Tank (CTC 21 Practice; CTC 27 Assess; CTC 29 Assess) 			
12/16	<ul style="list-style-type: none"> ● Final Exam (applying a consultation model to 2 vignettes) NCATE 1.6, 1.8 		Final exam (7PM)	

Honor Code:

“Members of the Fresno State academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities.” You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Instructors may require students to sign a statement at the end of all exams and assignments that “I have done my own work and have neither given nor received unauthorized assistance on this work.” If you are going to use this statement, include it here. For more details, please check out APM-236; <http://www.csufresno.edu/aps/apm/236.pdf>) for the complete text of the Honor Code.

Kremen School of Education and Human Development

Theme	Leadership for diverse communities
Vision	The Kremen School of Education and Human Development is a center for academic excellence and collaboration in the fields of education and counseling. Graduates will become community leaders who advocate for high standards and democratic values with attention to professional ethics and diversity. Integration of educational technology and performance assessment is essential to all programs.
Mission	The mission of the Kremen School of Education and Human Development is the recruitment and development of ethically informed leaders for classroom teaching, education administration, counseling, and higher education. Our mission is realized through a framework of teaching, scholarship, and service that addresses regional, state, national, and international perspectives.