Instructor: Daniel McCleary, Ph.D., NCSP, LSSP, LP
Pronouns: He/Him/His
Office: Human Services 215
Office Phone: (936) 468-3940
Other Contact Information: NA

Course Time & Location: R 4:30-7:00 virtual
Office Hours: M 8:00-10:30
W 8:00-10:30
Credits: 3
Email: mcclearydf@sfasu.edu

Prerequisites:
This course is hybrid and meets virtually via Zoom.

I. Course Description:
“A post-practicum field placement requiring supervised exposure to best practices in school settings.”

In pursuit of the Master's degree, students must complete a total of 1,200 hours of supervised service delivery. 600 hours are to be completed in the fall semester and 600 hours in the spring semester. Placements may include public or private schools. Field-based supervisors must provide 2 hours per week of direct supervision for each intern. In addition, the intern must complete at least 300 direct contact hours during the internship; demonstrate competence on all Internship Evaluation Form items, as rated by the field-based supervisor; and effectively complete an academic and behavioral case study.

SPSY 5352 “School Psychology Internship” (3 credits) typically meets once each week (Thursday) in 150-minute segments for 16 weeks. Students have significant weekly reading assignments and course assignments (see section III). These activities average at a minimum, six hours of work each week to prepare outside of classroom hours.

James I. Perkins College of Education Diversity Statement is found at the following link:
http://coe.sfasu.edu/about-us/

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):
All students must adhere to the SFA Way:

1. The Principle of Respect:
Lumberjacks command respect and treat others with respect. They are considerate of others and tolerant of differences. They demonstrate respect for those around them by avoiding the use of offensive or profane language. They do not threaten or harm anyone and deal peacefully and civilly with conflict.

2. The Principle of Caring:
Lumberjacks think of the needs of others and seek to improve the quality of life of those around them. They are compassionate, empathic and kind. They respond with humility to those they have helped and express gratitude freely to those who help them. Lumberjacks prepare themselves to become leaders in their communities and workplaces. They dedicate themselves to excellence in their chosen field of study and to using what they learn in the service of others.

3. The Principle of Responsibility:
Lumberjacks do what is right. They persevere in times of adversity. Through self-control and self-discipline, they strive to do their best. Lumberjacks challenge each other to exceed expectations. They are active learners both inside and outside of the classroom. They are reliable; they do what they say they will do. Lumberjacks hold themselves accountable for their decisions.

4. The Principle of Unity:
Lumberjacks are loyal to their friends, family, university, state and country. Lumberjacks stand together against any adversary. They recognize that though we are very different from one another, we are united by the Lumberjack Spirit. Lumberjacks seek to understand the people and world around them. When one lumberjack fails, all fail. When one lumberjack succeeds, all succeed.

5. The Principle of Integrity:
Lumberjacks have the courage to do what is right, even when it is hard or unpopular. They respond to each situation with steadfast values that are not subject to change based on the actions of others. They seek opportunities to practice effective and ethical leadership. Lumberjacks are honest; they do not deceive, cheat or steal. Lumberjacks stand up for those who cannot stand up for themselves. As lifelong learners, lumberjacks are committed to continuously improving themselves.

General/EEO:

The mission of the Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice and continued professional and intellectual development in an interconnected global society.

In the Perkins College of Education, we value and are committed to:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior
- Service that enriches the community

The goals of this course are closely aligned to those of the College of Education (COE). As a step in the process of preparing students to make meaningful contributions in an interconnected global society, the knowledge obtained in this course will enable students to develop the requisite knowledge, skills, and dispositions necessary in the field of school psychology. In addition, students enrolled in this course will use the principles and procedures learned throughout the course in an applied manner.

The Master of Arts program in School Psychology at Stephen F. Austin State University is dedicated to producing ethical, responsible, and competent school psychologists who employ scientific knowledge and methods of problem solving. The program's philosophy of education holds that one learns best by engaging in practice. The mission of our program is to apply behavioral science knowledge and methods to the assessment and treatment of learning, behavior, and psychosocial problems in regular and special education populations in the public schools.

Throughout the course, students are expected to develop critical thinking, communication, personal responsibility, social responsibility, teamwork, and empirical and quantitative skills. Assigned readings, experiences, papers, presentation, and participation are designed to foster these core values.

Intended Learning Outcomes/Goals/Objectives: NASP Training and Practice Domains:
1. **Domain 1: Data-Based Decision Making.** School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

2. **Domain 2: Consultation and Collaboration.** School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

3. **Domain 3: Academic Interventions and Instructional Supports.** School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

4. **Domain 4: Mental and Behavioral Health Services and Interventions.** School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social–emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

5. **Domain 5: School-Wide Practices to Promote Learning.** School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

6. **Domain 6: Services to Promote Safe and Supportive Schools.** School psychologists understand principles and research related to social–emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and
supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

7. **Domain 7: Family, School, and Community Collaboration.** School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children.

8. **Domain 8: Equitable Practices for Diverse Student Populations.** School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

9. **Domain 9: Research and Evidence-Based Practice.** School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

10. **Domain 10: Legal, Ethical, and Professional Practice.** School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

**Program Learning Outcomes (PLO): Program Specific**

1. **Domain 1: Data-Based Decision Making.** School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.
2. **Domain 2: Consultation and Collaboration.** School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

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**Student Learning Outcomes (SLO): Course Specific**

1. Perform tasks of a Licensed Specialist in School Psychology (LSSP) such as assessment, consultation, and intervention procedures. [PLO-1, 3, 4; NASP-1, 3, 4]

2. Possess standards of professionalism associated with the job title of LSSP Intern. [PLO-10; NASP-10]

3. Be knowledgeable and implement organization of materials associated with LSSP Intern title. [PLO-1, 2, 3 4, 5, 6, 7, 8, 9, 10; NASP-1, 2, 3, 4, 5, 6, 7, 8, 9, 10]

4. Demonstrate knowledge and skills of NASP Domains as evidenced by internship evaluation data. [PLO-1, 2, 3, 4, 5, 6, 7, 8, 9, 10; NASP-1, 2, 3, 4, 5, 6, 7, 8, 9, 10]

**III. Course Assignments, Activities, Instructional Strategies, use of Technology:**

Grades will be assigned based on the quality of each student's fulfillment of the following requirements.

1. **Syllabus Agreement Form (Pass/Fail):** As per Human Services and Educational Leadership department guidelines, students must complete and return the attached syllabus agreement form. This form must be received before the end of the first class. Questions and concerns regarding the syllabus agreement form must be brought to the attention of the instructor immediately.

2. **Program Verification Form (Pass/Fail):** Interns are responsible for ensuring the program receives documentation of all logs, insurance forms, contracts, case studies, and evaluations. All documents must be submitted to the instructor of record who will then initial next to each item that has been received in full. Once all of the items have been received the instructor and the student will sign and date at the bottom of the form. This completed documented must be submitted to the course instructor by 4:30 of the last day of class. Failure to submit the completed form will result in a failing grade. It is the student’s responsibility to maintain these records and coordinate scheduling in advance.

3. **Insurance (Pass/Fail):** Each student shall submit current professional liability insurance by the first class period (8/26/21). *No hours may be logged until insurance and contract forms have been submitted.*

4. **Contracts (Pass/Fail):** Each student shall submit a signed contract between SFASU and the field placement(s) and between the student and supervisor(s) by the first class period (8/26/21). Contract forms are posted on D2L. *No hours may be logged until insurance and contract forms have been submitted.*
5. **Behavioral Case Study (Pass/Fail):** Students shall complete at least 1 behavioral intervention during the semester. The case study shall be written in accordance with APA guidelines. The case study will be evaluated using the attached rubric developed by NASP. In addition, the case study must be submitted in electronic form through the Dropbox function on D2L.

6. **Evaluations (Pass/Fail):** Each student will submit midterm and final evaluations from their respective field-based supervisor(s) and individual supervisor (as applicable). All supervisor evaluations must be turned in by the student by the due date in order to receive any credit. Extenuating circumstances must be communicated to the instructor prior to the due date. All midterm evaluations and all final evaluations must be submitted on time (10/14/21 and 12/9/21). Evaluation forms are posted on D2L. *Candidates must obtain scores at or above expected levels (3 or above) on at least 80% of all items in order to receive a passing grade at the end of the Fall semester. Any candidate that receives an evaluation, that was submitted on time, and that contains an item score of 2 or below on the midpoint evaluation during the Spring semester will receive a remediation plan that will be created by the university-based supervisor in coordination with the field-based supervisor and the candidate. An item score of 2 or below on the final evaluation in the Spring semester will result in the candidate failing the internship course regardless of whether a remediation plan was in place or not.*

Students will be provided an opportunity to review all graded content. If a student desires to go over an item in depth, the student may arrange a session with the instructor outside of class. A student wishing to appeal the scoring of a missed item may submit an appeal of the missed item by e-mail to the instructor prior to the class period proceeding reviewing the assignment grade. The appeal shall state support for the student’s choice, citing passages from the required texts that clearly and logically support the student’s choice. The instructor will provide feedback via e-mail.

All assignments are expected to be completed by the date stated on the calendar. Late work at the graduate level is considered unacceptable. If there are extenuating circumstances, late assignments may be accepted if you contact the professor prior to the date the assignment is due. Failure to communicate with the professor prior to the due date will result in a grade of zero. If the late assignment is accepted, ten points will be deducted for every day the assignment is late.

In addition to failure to earn points for the assignment, failure to complete any assignment will result in one full letter grade reduction for the entire course.

**IV. Evaluation and Assessments (Grading):**

**Grading Policy**

1. Syllabus Agreement Form  
   Pass/Fail
2. Program Verification Form  
   Pass/Fail
3. Insurance  
   Pass/Fail
4. Contracts  
   Pass/Fail
5. Behavioral Case Study  
   Pass/Fail
6. Evaluations  
   Pass/Fail

**Grades**

PASS = turning everything in on time, effective case study, and meeting criteria for internship evaluation form ratings

FAIL

*Attendance:* If a student fails to attend more than 2 class periods without prior approval from the instructor that student’s grade will reflect one full letter grade reduction.
**Posting Grades**
Grades will be posted on D2L after everyone has completed the assignment. Student performance cannot be reported or discussed on the phone or through email.

**V. Tentative Course Outline/Calendar:**

<table>
<thead>
<tr>
<th>Objectives/Learning Outcomes</th>
<th>Activities</th>
<th>Performance Assessment</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perform tasks of a Licensed Specialist in School Psychology (LSSP) such as assessment, consultation, and intervention procedures.</td>
<td>Class discussion and activities</td>
<td>-Case Study -Evaluation</td>
<td>[PLO-1, 3, 4; NASP-1, 3, 4]</td>
</tr>
<tr>
<td>Possess standards of professionalism associated with the job title of LSSP Intern.</td>
<td>Class discussion and activities</td>
<td>-Case Study -Evaluation</td>
<td>[PLO-10; NASP-10]</td>
</tr>
<tr>
<td>Be knowledgeable and implement organization of materials associated with LSSP Intern title</td>
<td>Class discussion and activities</td>
<td>-Case Study -Evaluation</td>
<td>[PLO-1, 2, 3, 4, 5, 6, 7, 8, 9, 10; NASP-1, 2, 3, 4, 5, 6, 7, 8, 9, 10]</td>
</tr>
<tr>
<td>Demonstrate knowledge and skills of NASP Domains as evidenced by internship evaluation data.</td>
<td>Class discussion and activities</td>
<td>-Case Study -Evaluation</td>
<td>[PLO-1, 2, 3, 4, 5, 6, 7, 8, 9, 10; NASP-1, 2, 3, 4, 5, 6, 7, 8, 9, 10]</td>
</tr>
<tr>
<td>Core Curriculum Objectives</td>
<td>Course Assignments</td>
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<tr>
<td>Critical Thinking (creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information)</td>
<td>-Case Study -Evaluation</td>
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<tr>
<td>Communication (effective development, interpretation and expression of ideas through written, oral, and visual communication)</td>
<td>-Case Study -Evaluation</td>
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<tr>
<td>Empirical and Quantitative Skills (manipulation and analysis of numerical data or observable facts resulting in informed conclusions)</td>
<td>-Case Study -Evaluation</td>
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<tr>
<td>Teamwork (ability to consider different points of view and to work effectively with others to support a shared purpose or goal)</td>
<td>-Case Study -Evaluation</td>
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<tr>
<td>Personal Responsibility (ability to connect choices, actions, and consequences to ethical decision-making)</td>
<td>-Syllabus agreement form -Insurance -Contracts -Site visit -Program verification form -Case Study -Evaluation</td>
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<tr>
<td>Social Responsibility (intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities)</td>
<td>-Case Study -Evaluation</td>
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</tbody>
</table>
### Tentative Course Schedule and Other Important Dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Required Reading</th>
<th>Exam/Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/26</td>
<td>Course introduction/syllabus</td>
<td>Syllabus</td>
<td>Syllabus Agreement</td>
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<tr>
<td></td>
<td></td>
<td>Site review</td>
<td></td>
<td>Form <strong>DUE</strong></td>
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<td></td>
<td></td>
<td>Individual supervision assignments</td>
<td></td>
<td><strong>INSURANCE DUE</strong></td>
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<tr>
<td></td>
<td></td>
<td>Professional liability insurance</td>
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<td><strong>CONTRACTS DUE</strong></td>
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<tr>
<td></td>
<td></td>
<td>School contracts</td>
<td></td>
<td><strong>Meet for class</strong></td>
</tr>
<tr>
<td>2</td>
<td>9/2</td>
<td>BP Foundations Ch. 1-3</td>
<td>Harrison &amp; Thomas (2014)</td>
<td><strong>Meet for class</strong></td>
</tr>
<tr>
<td>3</td>
<td>9/9</td>
<td>BP Foundations Ch. 4-7</td>
<td>Harrison &amp; Thomas (2014)</td>
<td><strong>Set site visit dates</strong></td>
</tr>
<tr>
<td>4</td>
<td>9/16</td>
<td>BP Foundations Ch. 15-17</td>
<td>Harrison &amp; Thomas (2014)</td>
<td></td>
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<tr>
<td>5</td>
<td>9/23</td>
<td>BP Foundations Ch. 20-24</td>
<td>Harrison &amp; Thomas (2014)</td>
<td></td>
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<tr>
<td>6</td>
<td>9/30</td>
<td>BP Foundations Ch. 25-28</td>
<td>Harrison &amp; Thomas (2014)</td>
<td></td>
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<tr>
<td>7</td>
<td>10/7</td>
<td>BP Foundations Ch. 31-36</td>
<td>Harrison &amp; Thomas (2014)</td>
<td></td>
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<tr>
<td>8</td>
<td>10/14</td>
<td>BP Foundations Ch. 39, 41-43</td>
<td>Harrison &amp; Thomas (2014)</td>
<td><strong>Midterm Evaluations</strong></td>
</tr>
<tr>
<td>9</td>
<td>10/21</td>
<td>BP Foundations Ch. 44-47</td>
<td>Harrison &amp; Thomas (2014)</td>
<td><strong>Meet for class</strong></td>
</tr>
<tr>
<td>10</td>
<td>10/28</td>
<td>BP DBCDM Ch. 2-3, 5-6</td>
<td>Harrison &amp; Thomas (2014)</td>
<td><strong>Set site visit dates</strong></td>
</tr>
<tr>
<td>11</td>
<td>11/4</td>
<td>BP DBCDM Ch. 7-12</td>
<td>Harrison &amp; Thomas (2014)</td>
<td></td>
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<tr>
<td>12</td>
<td>11/11</td>
<td>BP DBCDM Ch. 13-14, 18-20</td>
<td>Harrison &amp; Thomas (2014)</td>
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<tr>
<td>13</td>
<td>11/18</td>
<td>BP DBCDM Ch. 21-24, 28</td>
<td>Harrison &amp; Thomas (2014)</td>
<td></td>
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<tr>
<td>14</td>
<td>11/25</td>
<td><strong>BREAK</strong></td>
<td>Harrison &amp; Thomas (2014)</td>
<td><strong>Meet for class</strong></td>
</tr>
<tr>
<td>15</td>
<td>12/2</td>
<td>BP DBCDM Ch. 29-33</td>
<td>Harrison &amp; Thomas (2014)</td>
<td><strong>Portfolio Due</strong></td>
</tr>
<tr>
<td>16</td>
<td>12/9</td>
<td>BP DBCDM Ch. 34-39</td>
<td>Harrison &amp; Thomas (2014)</td>
<td><strong>Final Evaluations Due</strong></td>
</tr>
</tbody>
</table>

*All papers are to be submitted in APA format through Desire2Learn and in class. All papers are due at the start of the designated class period.

**VI. Readings (Required and recommended—including texts, websites, articles, etc.):**

**Required Readings:**
Harrison, P. L., & Thomas, A. (Eds.). (2014). *Best practices in school psychology: Data-based and collaborative decision making*. NASP.

**Recommended Readings:**


Additional reading assignments may be assigned during class.

LiveText/Watermark Statement:
This course uses the LiveText/Watermark data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText/Watermark account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText/Watermark is activated, if you have technical questions, call ext. 7050 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:
1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.
VIII. Student Ethics and Other Policy Information: Found at http://www.sfasu.edu/policies

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university
Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six course drop limit since the student is incurring an academic penalty.

Student Code of Conduct: Policy 10.4

Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well. Engaging in physical violence of any nature against any person. This includes fighting; assaulting; battering; using a knife, gun, or other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm.

The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

SFASU values students' mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFASU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services Room 202
936-468-1041

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741

Additional Information:

Code of Ethics for the Texas Educator:
The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification. Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators. This can be found at https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y.

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual's self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are ineligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense. In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation. Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/
YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

IX. Other Relevant Course Information:

The instructor reserves the right to change the syllabus as necessary. You are responsible for maintaining accurate records, including any changes to the syllabus. In addition, you are responsible for all information presented during class, regardless of whether or not you attended class.

Students are expected to respond to emails within 24 hours from their SFA email. Students may expect a response to their inquiries within 5 days, not including holidays or travel for conventions. Thesis and dissertation students can expect a two week response rate.

Research Points

Every student may earn 4 research points (R-Points) by participating in departmental research projects. For every 30 minutes of research participation, students earn 1 R-Point (2 hours of participation will get you 4 R points). Students must sign up for R-Points through the Department of Human Services SONA Systems Software https://sfasuhuman SERVICES.sona-systems.com/Default.aspx?ReturnUrl=%2f. Any student with an objection to participating in psychological research is encouraged to see the instructor as soon as possible to obtain instructions for alternate projects. R-Points must be completed by the first day of dead week (the week of the semester before finals).
Program Verification Form (Fall)

The following documents must be given to the instructor of record. The instructor will initial next to each item that has been received in full. Once all of the items have been received the instructor will sign and date at the bottom of the page. This completed documented must be submitted to the course instructor at or before the start (4:30) of the last class. Failure to submit the completed form will result in a failing grade. It is the student’s responsibility to maintain these records and coordinate scheduling in advance.

_____ Valid insurance (coverage dates and student/practicum status)

_____ Agency and University contract (signed by all parties, including the president)

_____ Field-based supervisor and school psychology intern contract (signed by all parties)

_____ Signed documentation of all 600+ intern hours (including signed individual and group supervision logs)

    _____ Signed documentation of 150+ direct service practicum hours

_____ Evaluation – Midsemester

_____ Evaluation - Final

_____ Behavioral Case Study

Instructor Signature ___________________________ Date ___________________________

LSSP Intern Signature ___________________________ Date ___________________________
NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS
REPORT ON CASE STUDY EVALUATION

The determination of an effective/needs development case study is guided by whether it is both data driven and makes logical sense, rather than how many isolated elements are found to be effective.

Section 1: Elements of an Effective Case Study

<table>
<thead>
<tr>
<th></th>
<th>Effective</th>
<th>Needs Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Demographics of the case are adequately described (e.g., age, type of class/school, grade, SES, disability, etc.).</td>
<td>Demographic information does not include sufficient information.</td>
</tr>
<tr>
<td>1.2</td>
<td>Assessment, intervention, and/or consultation practices consider unique individual characteristics.</td>
<td>Assessment, intervention, and/or consultation practices do not consider unique individual characteristics.</td>
</tr>
<tr>
<td>1.3</td>
<td>Collaboration with relevant stakeholders (e.g., parents, teachers, and other professionals) is evident throughout the process.</td>
<td>Decisions regarding problem identification and intervention are made without consultation with relevant stakeholders.</td>
</tr>
<tr>
<td>1.4</td>
<td>Steps of the problem-solving process are implemented coherently (i.e., sequential, goal directed, and flow logically based on evidence).</td>
<td>The steps of the problem-solving process are not followed.</td>
</tr>
<tr>
<td>1.5</td>
<td>Professional practices of writing style, formatting, and graphing are present in the case study (i.e., clear succinct and well written text with clearly labeled graphs).</td>
<td>Errors in writing convention, style, and graphing interfere with readability and interpretation of data.</td>
</tr>
<tr>
<td>1.6</td>
<td>Personal identifying information of the case study subject is redacted from the report.</td>
<td>Personal identifying information is not redacted from the report.</td>
</tr>
</tbody>
</table>

RATING

- **EFFECTIVE**
- **NEEDS DEVELOPMENT**

Comments:
## Section 2: Problem Identification

<table>
<thead>
<tr>
<th></th>
<th>Effective</th>
<th>Needs Development</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.1</strong></td>
<td>Information is gathered from multiple sources (e.g., Record review, Interview, Observation, and Testing [RIOT]).</td>
<td>Data are not gathered from multiple sources.</td>
</tr>
<tr>
<td><strong>2.2</strong></td>
<td>The problem is operationally defined in observable, measurable terms (i.e., the referral concern is restated as an observable, measurable dependent variable).</td>
<td>The problem is not operationally defined. (e.g., it is reported as a categorical/descriptive cause such as Autism, Depression, ADHD; or terms such as aggression, anxiety or hyperactivity).</td>
</tr>
<tr>
<td><strong>2.3</strong></td>
<td>Expectations for the identified behavior are stated based upon an appropriate source for comparison (e.g., grade level standards, peer performance, normative data, etc.).</td>
<td>Expected performance is not based on an appropriate source for comparison or is not included OR The difference between actual and expected levels of performance is not explicitly stated.</td>
</tr>
<tr>
<td><strong>2.4</strong></td>
<td>Adequate baseline data are graphed to depict the discrepancy between the case’s performance relative to an appropriate comparison.</td>
<td>Baseline data are not graphed OR Baseline data include fewer than three data points OR Expected level of performance is not included in the graph (i.e., aimline or goal line).</td>
</tr>
</tbody>
</table>

### Rating
- **EFFECTIVE**
- **NEEDS DEVELOPMENT**

Comments:
### Section 3: Problem Analysis

<table>
<thead>
<tr>
<th></th>
<th>Effective</th>
<th>Needs Development</th>
</tr>
</thead>
</table>
| **3.1** | The problem behavior is hypothesized as a skill or performance deficit  
AND  
Data are used to test the hypothesis. | There is no hypothesis regarding skill or performance deficit.  
OR  
Data are not used to test the hypothesis. |
| **3.2** | Additional hypotheses are formulated to address the problem across one or more of the following areas: curriculum, instruction, and environment. | Multiple hypotheses are not developed  
OR  
Hypotheses are untestable. |
| **3.3** | Each hypothesis is stated in observable/measurable terms. | Hypotheses are not stated in observable/measurable terms. |
| **3.4** | Proposed hypotheses are empirically tested and/or other sources of data are used to confirm or reject each hypothesis. | Hypotheses are not tested or appropriate sources of data are not used to confirm or reject each hypothesis. |
| **3.5** | A conclusive statement following hypothesis testing and/or data collection is provided that formally describes the cause of the problem and informs intervention(s). | A conclusive statement formally describing the cause of the problem is not included  
OR  
Does not lead to a logical intervention. |

**RATING**  
- EFFECTIVE  
- NEEDS DEVELOPMENT

**Comments:**
### Section 4: Intervention

<table>
<thead>
<tr>
<th></th>
<th>Effective</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>4.1</strong></td>
<td>A single evidence-based intervention is implemented and linked to preceding sections.</td>
<td>Intervention is not evidence-based. OR Is not linked to preceding sections OR Multiple interventions are implemented simultaneously.</td>
</tr>
<tr>
<td><strong>4.2</strong></td>
<td>Acceptability of the intervention by relevant stakeholders (e.g., caregivers, teachers, etc.) is verified.</td>
<td>Acceptability of the intervention by one or more stakeholders is not verified.</td>
</tr>
<tr>
<td><strong>4.3</strong></td>
<td>The intervention is replicable:</td>
<td>The intervention is not replicable:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4.4</strong></td>
<td>Skill or performance goals are:</td>
<td>Skill or performance goals are:</td>
</tr>
<tr>
<td></td>
<td>Described using the same metric as the dependent variables AND Achievable based on research or other data.</td>
<td>Described using a different metric as the dependent variables OR Not achievable or not linked to research or other data.</td>
</tr>
</tbody>
</table>
### Section 4: Intervention (Continued)

<table>
<thead>
<tr>
<th></th>
<th>Effective</th>
<th>Needs Development</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4.5</strong></td>
<td>Progress is monitored and graphed for data based decision making (formative evaluation).</td>
<td>Progress is not monitored. OR Progress data are not graphed.</td>
</tr>
<tr>
<td><strong>4.6</strong></td>
<td>Treatment integrity/fidelity data are:</td>
<td>Treatment integrity/fidelity data are not:</td>
</tr>
<tr>
<td></td>
<td>- Collected and reported AND</td>
<td>- Collected or reported OR</td>
</tr>
<tr>
<td></td>
<td>- Used in the interpretation of intervention efficacy.</td>
<td>- Used to describe intervention efficacy.</td>
</tr>
</tbody>
</table>

#### RATING
- **EFFECTIVE**
- **NEEDS DEVELOPMENT**

**Comments:**
## Section 5: Evaluation (Summative)

<table>
<thead>
<tr>
<th></th>
<th>Effective</th>
<th>Needs Development</th>
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</thead>
<tbody>
<tr>
<td>5.1</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>A single graph is depicted for the target behavior and includes the following elements:</td>
<td>A single target behavior is presented on multiple graphs, or relevant graphs are not included.</td>
</tr>
<tr>
<td></td>
<td>□ Baseline data</td>
<td>The following components are not included in the graph:</td>
</tr>
<tr>
<td></td>
<td>□ Goal/Target indicator or aim line</td>
<td>□ Baseline data</td>
</tr>
<tr>
<td></td>
<td>□ Treatment/progress monitoring data with a trend line.</td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Goal/Target indicator or aim line</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Treatment/progress monitoring data with a trend line.</td>
</tr>
<tr>
<td>5.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Adequate intervention data (i.e., typically 7 data points) are collected to demonstrate level and/or trend under intervention conditions.</td>
<td>Insufficient data are collected to meaningfully interpret the results of the intervention.</td>
</tr>
<tr>
<td>5.3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
|   | Visual analysis of the level, trend and variability and/or statistical analyses (e.g., effect size) demonstrate that the intervention was effective. | Visual or statistical analyses were not used 
OR |
|   | | □ The Intervention was ineffective. |
| 5.4 | | |
|   | Strategies for generalizing outcomes to other settings are described. | Strategies for generalizing outcomes to other settings are not described. |
| 5.5 | | |
|   | Strategies for follow-up are developed. | Strategies for follow-up are not developed. |
| RATING | | |
|   | □ EFFECTIVE | □ NEEDS DEVELOPMENT |

Comments:
INDIVIDUAL FEEDBACK ON THE CASE STUDY

Name of Reviewer:

How clearly does this case study demonstrate the intern’s ability to follow the behavioral problem solving model (i.e., problem identification, problem analysis, implementation, evaluation) and either demonstrate an effective case study as evidence by a PND of 70% or greater (Scruggs & Mastropieri, 1998) or by identifying factors that contributed to an ineffective outcome and making appropriate intervention recommendations based on the data?

Not At All Clear 1 2 3 4 5 Very Clearly
Recommended Resources


I acknowledge that I have received and reviewed the course syllabus for SPSY 5352, Fall 2021. My class meets on __________ (days) at _________ (time).

I have read the syllabus and understand the classroom policies, instructor expectations, and rules (e.g., technology and text requirements, grading system, attendance policy, academic integrity policy, assignment responsibilities, test policies, etc) as stated in the syllabus for this course.

If I have any questions or concerns, I will contact the instructor for further explanation. I understand that I am responsible for completing all homework assignments, quizzes/in-class assignments, and written projects by the due dates outlined in the syllabus.

I agree to be prepared for and attend class each day.

________________________________________
Printed Name

________________________________________  _____________
Signed                                               Date