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

Course Time & Location: M-R 1:00-2:55 online  
Office Hours: F: 8:00-10:00 virtual  
Credits: 3  
Email: mcclearydf@sfasu.edu

Prerequisites:
This course meets virtually via Zoom.

I. Course Description:
“Methods of evaluation and remediation of sensory and perceptual deficiencies.”
This course is designed to provide knowledge and skills to school personnel in understanding and implementation of scientifically-validated instruction procedures with students with disabilities.

SPED 5362 “Instructional Strategies for Exceptional Learners” (3 credits) typically meets four times each week (M-R) in 115-minute segments for 5 weeks. Students have significant weekly reading assignments and course assignments (see section III). These activities average at a minimum, six hours of work each day to prepare outside of classroom hours.

PCOE Diversity Statement:
The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect and shared responsibility, faculty, staff and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion and spiritual values in order to enhance the quality of life in a diverse, global community.

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:**

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 applied 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 in previous program courses and those learned throughout the course in an applied manner.

The School Psychology program 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. Course requirements, assigned readings, experiences, presentations, and discussions are designed to foster these core values.

**Intended Learning Outcomes/Goals/Objectives: NASP Training and Practice Domains:**
• **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.

• **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.

• **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.

• **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.

• **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.

• **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.

- **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.

- **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.

- **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.

- **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.

While all domains of NASP are included to some degree within the course, domains 1, 3, 5, and 8 are the primarily represented in this course.

**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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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 multileveled 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.

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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.

Student Learning Outcomes (SLO): Course Specific

1. Understand the principles of learning and the effects of disabilities on students' learning.
2. Understand learning environments that are responsive to the strengths and needs of learners with disabilities.
3. Understand curricula and instruction that fosters student learning, achievement, and competence in current and future environments.
4. Understand multicultural issues related to interventions focused on academic and mental health issues and data-based decision making.
5. Read and discuss the role of assessment information in making recommendations about educational programming that responds to learners identified needs and enhance their educational functioning.
6. Identify methods of classroom assessment to enhance instruction including: observational, curriculum-based, criterion-based, and norm-referenced. Also, discuss how to use assessment data to enhance knowledge about and instruction for students with diverse needs.
7. Identify the stages of learning and list methods by which each may be accomplished.
8. Operationalize several potential academic target behaviors and describe common monitoring procedures, e.g., frequency, time sampling, task analysis and per opportunity, and methods to summarize and display this information.
9. Discuss instructional strategies and the role of proof and verification in their development, and identify methods to implement.
10. Identify factors that influence the maintenance of learned skills and methods to promote maintenance.
11. Identify factors that influence the generalization of academic skills and discuss methods to promote stimulus and response generalization of academic skills.
12. When given a variety of classroom situations which include academic and social difficulties, students will analyze and prescribe strategies.
13. Analyze methods of SLD identification for eligibility based on current research.
14. Understand how to design, implement, and maintain an effective RTI framework within a school setting.

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

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. **Professionalism (Pass/Fail):** Students will be evaluated based on their ability to exhibit professionalism.
   
   Students will be evaluated each semester on Professional Dispositions by each faculty member. Students who receive low evaluations on professional and ethical behavior on the dispositions assessment will be placed on a Plan of Improvement. Students will be required to meet objectives designed by their faculty members in order to maintain their status in the School Psychology Program. Failure to meet objectives in the Plan of Improvement may result in termination from the program, practicum, or internship placement.

3. **Quizzes (100 points//29%):** Twenty-six quizzes will be given during the semester. At the end of the semester, 13 quizzes will be randomly selected to count for a grade and the lowest three quizzes will be dropped. Each selected quiz is worth up to 10 points. Each quiz will cover information from one specific chapter.

4. **Research Paper: SLD Determination (100 points//29%):** Each student will write a 12–15-page (excluding title page and references) paper on at least three different methods of identifying/determining eligibility for a specific learning disability (SLD). Examine each method in depth, noting the pros and cons of each method as well as its ability to address diversity in development and cultural diversity. Then, summarize the literature and present the method you believe is the best and a rationale for your belief. In order to find appropriate research-based references a substantial literature review will be required before you begin writing the paper. All papers must have strict adherence to the APA manual.
   
   - *All papers are to be submitted in APA format through Desire2Learn.*

5. **Academic Interventions/Instructional Strategy Handouts (100%/29%):** Each student will create handouts for 5 academic interventions or instructional strategies. For each of the 5 research-based academic interventions, students will create a parent handout, a teacher handout, and a fidelity checklist. Each handout should include three representative peer-reviewed citations on the handout. The handouts should also include directions on how to collect progress monitoring data. Each student must have one math intervention, one reading intervention, one writing intervention, one instructional strategy, and can choose what the fifth academic intervention or instructional strategy is.

6. **Reflection Posts (50 points//14%):** Each Thursday you are to submit a 1–2-page reflection paper based on the reading and experiences you have had that week, related to course content. The focus should be on the content of the material assigned for that week, but you may also reflect on information from previous weeks in the semester as well. The post should not be a summary of the material, but a reflection on how content within the material applies to life, particularly within the profession of school psychology. After posting your reflection, respond to at least one of your peer’s reflection posts. Your response to a peer’s post must occur by the Friday of that week. Ten points will be assigned for each week based on the content of your reflection post and response to your peer’s posts.

   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 wanting 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. Professionalism  
   Pass/Fail
3. Research Paper  
   100 points
4. Academic Handouts  
   100 points
5. Quizzes  
   100 points
6. Reflection Posts  
   50 points

   350 points

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Total Points</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td>315-350 points</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
<td>280-314 points</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
<td>245-279 points</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
<td>210-244 points</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60%</td>
<td>0-209 points</td>
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**Attendance:** Students are expected to attend ALL classes. Incompletes will be given under limited circumstances (e.g., personal situations, illness). The University/Human Services and Educational Leadership Department policy for incompletes will be used (consult these guidelines). Make-up procedures must be arranged immediately with the instructor of record. It is my intention to facilitate your success in this course. Please do not hesitate to contact me if you feel there are specific barriers preventing this goal.

**Posting Grades**

Grades will be posted on D2L. Student performance cannot be reported or discussed on the phone or through email.
### V. Tentative Course Outline/Calendar: Other readings may be assigned

<table>
<thead>
<tr>
<th>Objectives/Learning Outcomes</th>
<th>Activities</th>
<th>Performance Assessment</th>
<th>Standards</th>
</tr>
</thead>
</table>
| Understand the principles of learning and the effects of disabilities on students' learning. | Class discussion and activities | -Quizzes  
-Homework  
-Research Paper  
-Reflection Posts | [PLO-3, 5, 6, 8; NASP-3, 5, 6, 8] |
| Understand learning environments that are responsive to the strengths and needs of learners with disabilities. | Class discussion and activities | -Quizzes  
-Homework  
-Research Paper  
-Academic Handouts  
-Reflection Posts | [PLO-3, 5, 6, 7, 8; NASP-3, 5, 6, 7, 8] |
| Understand curricula and instruction that fosters student learning, achievement, and competence in current and future environments. | Class discussion and activities | -Quizzes  
-Homework  
-Research Paper  
-Academic Handouts  
-Reflection Posts | [PLO-3, 5, 6, 7, 8; NASP-3, 5, 6, 7, 8] |
| Understand multicultural issues related to interventions focused on academic and mental health issues and data-based decision making. | Class discussion and activities | -Quizzes  
-Homework  
-Research Paper  
-Reflection Posts | [PLO-1, 3, 4, 8; NASP-1, 3, 4, 8] |
| Read and discuss the role of assessment information in making recommendations about educational programming that responds to learners identified needs and enhance their educational functioning. | Class discussion and activities | -Quizzes  
-Homework  
-Research Paper  
-Reflection Posts | [PLO-1, 3, 5, 6, 7, 8; NASP-1, 3, 5, 6, 7, 8] |
| Identify methods of classroom assessment to enhance instruction including: observational, curriculum-based, criterion-based, and norm-referenced. Also, discuss how to use assessment data to enhance knowledge about and instruction for students with diverse needs. | Class discussion and activities | -Quizzes  
-Homework  
-Research Paper  
-Reflection Posts | [PLO-1, 3, 4, 5, 6, 8; NASP-3, 5, 6, 8] |
| Identify the stages of learning and list methods by which each may be accomplished. | Class discussion and activities | -Quizzes  
-Homework  
-Research Paper  
-Reflection Posts | [PLO-3, 5, 6; NASP-3, 5, 6] |
| Operationalize several potential academic target behaviors and describe common monitoring procedures, e.g., frequency, time sampling, task analysis and per opportunity, and methods to summarize and display this information. | Class discussion and activities | -Quizzes  
-Homework  
-Research Paper  
-Reflection Posts | [PLO-1, 3, 8; NASP-1, 3, 9] |
| Discuss instructional strategies and the role of proof and verification in their development, and identify methods to implement. | Class discussion and activities | -Quizzes  
-Homework  
-Research Paper  
-Reflection Posts | [PLO-3, 5, 6, 7; NASP-3, 5, 6, 7] |
| Identify factors that influence the maintenance of learned skills and methods to promote maintenance. | Class discussion and activities | -Quizzes  
-Homework  
-Research Paper  
-Reflection Posts | [PLO-3, 4, 5, 6, 7, 8; NASP-3, 4, 5, 6, 7, 8] |
| Identify factors that influence the generalization of academic skills and discuss methods to promote stimulus and response generalization of academic skills. | Class discussion and activities | -Quizzes  
-Homework  
-Reflection Posts | [PLO-3, 5, 6, 7, 8; NASP-3, 5, 6, 7, 8] |
| When given a variety of classroom situations which include academic and social difficulties, students will analyze and prescribe strategies. | Class discussion and activities | -Quizzes  
-Homework  
-Academic Handouts | [PLO-3; NASP-3] |
| Analyze methods of SLD identification for eligibility based on current research. | Class discussion and activities | -Homework  
-Research Paper | [PLO-5, 6, 10; NASP-5, 6, 10] |
| Understand how to design, implement, and maintain an effective RTI framework within a school setting. | Class discussion and activities | -Homework  
-Research Paper  
-Reflection Posts | [PLO-5, 6, 10; NASP-5, 6, 10] |
<table>
<thead>
<tr>
<th>Core Curriculum Objectives</th>
<th>Course Assignments</th>
</tr>
</thead>
</table>
| **Critical Thinking** (creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information) | - Quizzes  
- Homework  
- Research Paper  
- Academic Handouts  
- Reflection Posts |
| **Communication** (effective development, interpretation and expression of ideas through written, oral, and visual communication) | - Professionalism  
- Quizzes  
- Homework  
- Research Paper  
- Academic Handouts  
- Reflection Posts |
| **Empirical and Quantitative Skills** (manipulation and analysis of numerical data or observable facts resulting in informed conclusions) | - Quizzes  
- Homework  
- Research Paper  
- Reflection Posts |
| **Teamwork** (ability to consider different points of view and to work effectively with others to support a shared purpose or goal) | - Professionalism  
- Homework  
- Reflection Posts |
| **Personal Responsibility** (ability to connect choices, actions, and consequences to ethical decision-making) | - Syllabus Agreement Form  
- Professionalism  
- Quizzes  
- Homework  
- Research Paper  
- Reflection Posts |
| **Social Responsibility** (intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities) | - Professionalism  
- Quizzes  
- Homework  
- Academic Handouts  
- Reflection Posts |
## Tentative Course Schedule and Other Important Dates

<table>
<thead>
<tr>
<th>Wk/Class Session</th>
<th>Date</th>
<th>Topic</th>
<th>Required Reading</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/1</td>
<td>*7/3</td>
<td>Course introduction/syllabus Ch. 1 – Historical Background for RTI</td>
<td>Syllabus Kovaleski et al.</td>
<td>Syllabus Agreement Form <strong>DUE</strong> Quiz 1</td>
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<tr>
<td>1/2</td>
<td>7/4</td>
<td><strong>UNIVERSITY HOLIDAY</strong></td>
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</tr>
<tr>
<td>1/3</td>
<td>7/5</td>
<td>Ch. 3 – The MTSS Ch. 4 – Determining Student Risk</td>
<td>Kovaleski et al. Kovaleski et al.</td>
<td>Quiz 2 Quiz 3</td>
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<tr>
<td>1/4</td>
<td>7/6</td>
<td>Ch. 5 – Determining Inadequate Academic Ch. 6 – Determining Responsiveness to Int</td>
<td>Kovaleski et al. Kovaleski et al.</td>
<td>Quiz 4 Quiz 5 Post reflection #1</td>
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<tr>
<td>2/5</td>
<td>7/10</td>
<td>Ch. 7 – Observing the Student w/in the Instr</td>
<td>Kovaleski et al. Kovaleski et al.</td>
<td>Quiz 6 Quiz 7</td>
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<tr>
<td>2/6</td>
<td>7/11</td>
<td>Ch. 9 – Synthesizing Data to Determine Ch. 10 – Using RTI to Evaluate SLD in R</td>
<td>Kovaleski et al. Kovaleski et al.</td>
<td>Quiz 8 Quiz 9</td>
</tr>
<tr>
<td>2/7</td>
<td>7/12</td>
<td>Ch. 11 – Using RTI to Evaluate SLD in WE Ch. 12 – Using RTI to Evaluate SLD in M</td>
<td>Kovaleski et al. Kovaleski et al.</td>
<td>Quiz 10 Quiz 11</td>
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<tr>
<td>2/8</td>
<td>7/13</td>
<td>Ch. 7 – Educating Culturally &amp; Linguistically Ch. 10 – Cultural Adaptations of a School-</td>
<td>Lopez et al. Lopez et al.</td>
<td>Quiz 12 Quiz 13 Post reflection #2</td>
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<td>3/9</td>
<td>7/17</td>
<td>Ch. 1 – General Principles Ch. 6 – Building Reading Skills for EL</td>
<td>Essentials Lopez et al.</td>
<td>Quiz 14 Quiz 15</td>
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<td>7/18</td>
<td>Ch. 2 – Phonological Awareness</td>
<td>Essentials</td>
<td>Quiz 16</td>
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<tr>
<td>3/11</td>
<td>*7/19</td>
<td>Ch. 3 – Phonics</td>
<td>Essentials</td>
<td>Quiz 17 <strong>Professionalism Rubric</strong></td>
</tr>
<tr>
<td>3/12</td>
<td>7/20</td>
<td>Ch. 4 – Reading Fluency</td>
<td>Essentials</td>
<td>Quiz 18 <strong>PAPER DUE</strong> Post reflection #3</td>
</tr>
<tr>
<td>4/13</td>
<td>7/24</td>
<td>Ch. 5 – Vocab. &amp; Reading Comp.</td>
<td>Essentials</td>
<td>Quiz 19</td>
</tr>
<tr>
<td>4/14</td>
<td>7/25</td>
<td>Ch. 6 – Spelling</td>
<td>Essentials</td>
<td>Quiz 20</td>
</tr>
<tr>
<td>4/15</td>
<td>7/26</td>
<td>Ch. 7 – Written Expression</td>
<td>Essentials</td>
<td>Quiz 21</td>
</tr>
<tr>
<td>4/16</td>
<td>*7/27</td>
<td>Ch. 8 – Culturally Responsive Mathematics</td>
<td>Lopez et al.</td>
<td>Quiz 22 Post reflection #4</td>
</tr>
<tr>
<td>5/17</td>
<td>7/31</td>
<td>Ch. 8 – Basic Math</td>
<td>Essentials</td>
<td>Quiz 23 <strong>HANDOUTS DUE</strong></td>
</tr>
<tr>
<td>5/18</td>
<td>8/1</td>
<td>Ch. 9 – Counseling LGBTQ YOC</td>
<td>Lopez et al.</td>
<td>Quiz 24</td>
</tr>
<tr>
<td>5/19</td>
<td>8/2</td>
<td>Ch. 9 – Math Problem Solving</td>
<td>Essentials</td>
<td>Quiz 25</td>
</tr>
<tr>
<td>5/20</td>
<td>8/3</td>
<td>Ch. 10 – Cognitive Abilities</td>
<td>Essentials</td>
<td>Quiz 26 Post reflection #5</td>
</tr>
<tr>
<td>5/21</td>
<td>*8/4</td>
<td>Ch. 2 – The Legal Boundaries for RTI</td>
<td>Kovaleski et al.</td>
<td><strong>Finals/APA</strong></td>
</tr>
</tbody>
</table>

*All papers are to be submitted in APA format through Desire2Learn.

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

#### Required Texts:

#### Recommended Texts:
Harrison, P. L., & Thomas, A. (Eds.). (2014). *Best practices in school psychology*. NASP.

*Additional reading assignments may be assigned during class.*

**Required Accounts:**

1. **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**

**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 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; and/or;
- 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; and/or,
- 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**

Disorderly conduct including but not limited to: (a) disruption or Interference of Students, faculty, administration, staff, the educational mission, or routine operations of the University. (b) Commercial solicitation on campus or with University resources without prior approval from University officials. (c) Failure to comply with a reasonable and lawful request or directive of University Officials. (d) Facilitation of Student misconduct including but not limited to assisting, conspiring, soliciting, or encouraging others to engage in conduct which violates the Student Code of Conduct. More information on Student Code of Conduct can be found at [https://www.sfasu.edu/docs/board-regents/student-code-of-conduct-10.4.pdf](https://www.sfasu.edu/docs/board-regents/student-code-of-conduct-10.4.pdf)

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](http://www.sfasu.edu/counselingservices)  
3rd Floor Rusk Building  
936-468-2401

SFASU Human Services Counseling Clinic  
[www.sfasu.edu/humanservices/139.asp](http://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.*
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 not eligible 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.

2. Provide one of the following primary ID documents: passport, driver's license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams. 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 assigned and 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.
Research Paper: SLD Determination

Directions: Circle the appropriate score for each item of the rubric. Tally scores.

Use the following criteria to score each item:
1 = unacceptable performance
2 = much below expectation
3 = below expectation
4 = meets minimum expectation
5 = meets full expectation

<table>
<thead>
<tr>
<th>Expectation</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using peer-reviewed journal articles, the student explains the pros and cons of three research-based methods for identifying SLD.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Student provides a description of each method’s ability or inability to account for diversity in development.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Students provide a description of each method’s ability or inability to account for cultural diversity.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Student provides a summary of the research literature for each of the three SLD identification methods.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Student concludes with a recommendation for schools to use the most evidence-based SLD identification method.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Student concludes with recommendations for overcoming known obstacles and pitfalls of the recommended SLD identification method.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>The literature review follows APA Style.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>The literature review is within 12-15 pages of content, not including a title page and references.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>The literature review is organized logically and is clearly and concisely written.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>The literature review is free of spelling, typographical, and grammatical errors.</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Total Score: _______ X 2 = _______/100

NASP Domain 5 School-Wide Practices to Promote Learning
NASP Domain 8 Diversity in Development and Learning
Academic Interventions/Instructional Strategy Handouts

Directions: Circle the appropriate score for each item of the rubric. Tally scores.

Use the following criteria to score each item:
1 = unacceptable performance
2 = much below expectation
3 = below expectation
4 = meets minimum expectation
5 = meets full expectation

<table>
<thead>
<tr>
<th>Expectation</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Academic interventions or instructional strategies consisting of:</td>
<td></td>
</tr>
<tr>
<td>- 1 reading intervention</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>- 1 math intervention</td>
<td></td>
</tr>
<tr>
<td>- 1 writing intervention</td>
<td></td>
</tr>
<tr>
<td>- 1 instructional strategy</td>
<td></td>
</tr>
<tr>
<td>- 1 student selected intervention or instructional strategy</td>
<td></td>
</tr>
<tr>
<td>Each of the 5 academic interventions/instructional strategies include:</td>
<td></td>
</tr>
<tr>
<td>- parent handout</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>- teacher handout</td>
<td></td>
</tr>
<tr>
<td>- fidelity checklist</td>
<td></td>
</tr>
<tr>
<td>Each handout includes 3 APA Style references of representative peer-reviewed journal articles demonstrating support for the intervention.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Student provides a BRIEF summary of the intervention/strategy and who it is useful for.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Student explains how to implement the intervention/strategy in the parent and teacher handouts.</td>
<td>3 6 9 12 15</td>
</tr>
<tr>
<td>The fidelity checklist contains clear directions and indicates each step of the intervention/strategy.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Student identifies method(s) for collecting progress monitoring data for each intervention/strategy.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>The documents are free of spelling, typographical, and grammatical errors.</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Total Score: ________ X 2 = ________/100

NASP Domain 3 Academic Assessment/Intervention
Please rate your candidate on the questionnaire provided. Use the following scale:

1 = Poor. Fails to meet expectations. Consistently performs poorly and needs improvement. A specific plan and period of time should be established to improve performance. If improvement is not made, then the candidate’s suitability for this field of work should be evaluated.
2 = Below Standard. Performance is below average. A candidate whose performance consistently falls in this range requires improvement to function effectively in a professional environment.
3 = Standard. Most candidates will possess skills and judgment sufficient to meet professional demands in this area, and a large proportion will remain in this range. The performance of candidates in this range meets normal expectations.
4 = Above Standard. Performance and judgment of candidates in this category is decidedly better than average. Shows sensitivity, judgment, and skill beyond what is normally expected or displayed by peers.
5 = Outstanding. Performance is recognizably and decidedly better than that of a large proportion of other students.

N = Not Observed. This rating should be used when the activity in question is not part of class or placement expectations or the rater has not had the opportunity to observe or rate the candidate on the item.

Acceptable performance on these professional work characteristics is an important component of our students’ evaluation. Please review each item carefully.

1. **Respect for Human Diversity**
   a. Candidate is sensitive to racial issues.
   b. Candidate is sensitive to cultural issues.
   c. Candidate is sensitive to the needs of all learners.
   d. Candidate is sensitive to people of all sexual orientations.
   e. Candidate professionally encourages inclusion in school settings.
   f. Candidate is aware of the challenges that diversity issues may pose in the schools

2. **Effective Communication Skills**
   a. Candidate’s written work is free of spelling errors.
   b. Candidate’s written work is free of grammatical errors.
   c. Candidate’s spoken language is free of grammatical errors.
   d. Candidate can clearly express ideas in writing.
   e. Candidate can clearly express ideas verbally.
   f. Candidate can explain complex ideas in simple language.
   g. Candidate expresses themselves using professional language.

3. **Effective Interpersonal Relations**
   a. Candidate demonstrates understanding of others’ points of view.
   b. Candidate is empathetic of others.
   c. Candidate is supportive of others.
   d. Candidate resolves conflict situations in a professional manner.
   e. Candidate approaches others for assistance when needed.

4. **Ethical Responsibility**
   a. Candidate demonstrated knowledge of ethical guidelines of the profession.
   b. Candidate can apply ethical guidelines to situations within practice.
   c. Candidate does not exceed areas of competence in professional practice.

5. **Self-Awareness, Self-Evaluation, and Self-Reflection**
   a. Candidate adapted to the academic demands of the program.
b. Candidate is aware of the potential impact of personal values and beliefs on clients, peers, and faculty.  

1 2 3 4 5 N

6. Initiative and Dependability
a. Candidate is organized.  

1 2 3 4 5 N

b. Candidate meets important deadlines.  

1 2 3 4 5 N

c. Candidate anticipates the needs of students/clients.  

1 2 3 4 5 N

7. Openness to Processes of Training and Instruction
a. Candidate welcomes performance feedback.  

1 2 3 4 5 N

b. Candidate receives feedback in a thoughtful and reflective manner.  

1 2 3 4 5 N

c. Candidate actively seeks to resolve issues raised by trainers.  

1 2 3 4 5 N

The questions below should be completed only if applicable.

8. Resolution of Issues or Problems that Interfere with Professional Development
a. Candidate responded professionally to negative feedback or reprimand.  

1 2 3 4 5 N

b. Candidate successfully completed a remediation plan.  

1 2 3 4 5 N

c. Candidate sought out assistance in dealing with a critical professional issue.  

1 2 3 4 5 N
d. Candidate entered and completed therapy to resolve issues or problems.  

1 2 3 4 5 N

Do you have any comments about this candidate that you would like to add?

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________
SYLLABUS AGREEMENT FORM

I acknowledge that I have received and reviewed the course syllabus for SPED 5362, Summer II 2023. 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