Instructor: Daniel McCleary, Ph.D., LSSP, LP, NCSP  
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 meets virtually via Zoom.

I. Course Description:
This course examines current research related to the theory, techniques, and procedures of academic assessment and intervention.

SPSY 5315 “Academic Assessment and Intervention (3 credits) typically meets once each week (Thursday) in 150-minute segments for 17 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.

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 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.

3. **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.

While all domains of NASP are included to some degree within the course, domains 1, 3, and 9 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.

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 multilayered 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.

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

1. Demonstrate knowledge of the curriculum-based measures. [PLO-1, 3; NASP-1, 3]
2. Demonstrate skill using curriculum-based measures. [PLO-1, 3; NASP-1, 3]
3. Demonstrate knowledge of academic interventions. [PLO-3; NASP-3]
4. Demonstrate skill completing a literature review of an academic intervention. [PLO-3, 9; NASP-3, 9]
5. Demonstrate ability to critically analyze, interpret, and apply research. [PLO-1, 9; NASP-1, 9]
6. Demonstrate knowledge of multicultural influences on students’ academic performance. [PLO-3, 8; NASP-3, 8]

**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. **Intervention Demonstration (50 points/14%):** Each student will receive a randomly selected academic skill for which the student will present and demonstrate a related evidence-based intervention. For example, word recognition, reading fluency, reading comprehension, written expression, spelling, number sense, math fluency, math reasoning, etc. All materials prepared for the demonstration and presentation must be submitted through D2L, at least 2 hours prior to the presentation class period. No PowerPoints may be used. If incorrect information is provided in the prepared materials and not corrected within 24 hours, 5 points will be lost per each additional 24 hour period until the materials are corrected and submitted.

3. **Peer Evaluation (Pass/Fail):** Students will complete the peer evaluation form for the intervention demonstration. The purpose of this form is to provide a critical analysis of one another’s performance, in order to enhance each other’s public speaking, group facilitation abilities, and collegiality. Comments must maintain a professional tone with the sole purpose of strengthening existing skills and providing suggestions for how to refine areas of growth. Remember, refinement statements should be written positively (i.e., the target behavior expected to be witnessed rather than what behavior to not engage in).
4. **Quizzes (100 points/29%)**: Twelve quizzes will be given during the semester. Each quiz is potentially worth 10 points. The lowest quiz grades will be dropped.

5. **Participation (50 points/14%)**: Students are required to actively participate in discussion each week. Active participation includes providing valuable input to others such as intervention ideas or consultation advice. Active participation excludes working on other projects or interests. For example, if a student is observed working on an unrelated activity on a laptop/tablet or checking a personal electronic device that student shall expect a participation grade reduction. At the conclusion of each class period, students will record the participation grade they believe they earned for that period on the Student Participation Evaluation Form. The instructor will review each student’s self-reported grade and adjust the grade if appropriate. The student’s self-reported grade is not a guarantee that is the grade that will be used for the class period. Failure to turn in the participation form at the end of class will result in a participation grade of 0. No credit will be given for absences. More than two absences will result in a full letter grade reduction. Five participation days will be randomly selected to count for your grade.

6. **Reflection Posts and Comments (50 points/14%)**: Students will write a 2-3 page reflection on what they have learned in each assigned chapter and how it applies to their current or future work in school systems. The reflection will be posted on the course website for peers to read and comment on. The post should **NOT** be a summary of information presented in the course. Instead, it should present how the information in the chapter pertains to lived experiences and/or connects with information learned in other courses. The reflection may also address how one’s perspective has changed. Each student must also respond to at least 3 peer’s reflection post in a meaningful and thoughtful way.

7. **Research Paper: Academic Intervention (100 points/29%)**: Each student will write an eight-page (excluding title page and references) comprehensive literature review of a selected academic intervention. The selected intervention must be approved by the instructor of the course by the third class. The Method section of the research paper must identify the databases and search terms used to identify the research. In addition, a table representing the author(year), number of participants, race/ethnicity, grade/age, setting and participant characteristics, and problem type (e.g., addition, subtraction, multiplication, reading comprehension, reading fluency, etc) must be identified, at minimum. The Discussion section should provide a summary of the existing literature, identifying areas that are strongly established in the research literature and noting any gaps in the literature. All papers must have strict adherence to the APA Style manual, 7th edition.

   *All papers are to be submitted in APA format through Desire2Learn on or before 4:30 CST 3/21/24.*

8. **Professionalism (Pass/Fail)** Students will be evaluated based on their ability to exhibit professionalism once this semester.

   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.

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. Intervention Demonstration……………50 points
3. Peer Evaluation……………Pass/Fail
4. Quizzes……………100 points
5. Participation……………50 points
6. Reflection Post and Comments……………50 points
7. Research Paper……………100 points
8. Professionalism……………Pass/Fail

Grades

A = 90-100% (315-350 points)
B = 80-89% (280-314 points)
C = 70-79% (245-279 points)
D = 60-69% (210-244 points)
F = 59 or below (0-209 points)

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>Demonstrate knowledge of the curriculum-based measures.</td>
<td>Class discussion and activities</td>
<td>-Quizzes -Participation</td>
<td>[PLO-1, 3; NASP-1, 3]</td>
</tr>
<tr>
<td>Demonstrate skill using curriculum-based measures.</td>
<td>Class discussion and activities</td>
<td>-Quizzes -Participation</td>
<td>[PLO-1, 3; NASP-1, 3]</td>
</tr>
<tr>
<td>Demonstrate knowledge of academic interventions.</td>
<td>Class discussion and activities</td>
<td>-Intervention Demonstration -Quizzes -Participation -Research Paper</td>
<td>[PLO-3; NASP-3]</td>
</tr>
<tr>
<td>Demonstrate skill completing a literature review of an academic intervention.</td>
<td>Class discussion and activities</td>
<td>-Research Paper</td>
<td>[PLO-3, 9; NASP-3, 9]</td>
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<tr>
<td>Demonstrate ability to critically analyze, interpret, and apply research.</td>
<td>Class discussion and activities</td>
<td>-Intervention Demonstration -Quizzes -Participation -Reflection Posts and Comments -Research Paper</td>
<td>[PLO-1, 9; NASP-1, 9]</td>
</tr>
<tr>
<td>Demonstrate knowledge of multicultural influences on students’ academic performance.</td>
<td>Class discussion and activities</td>
<td>-Intervention Demonstration -Quizzes -Participation -Reflection Posts and Comments -Research Paper -Professionalism</td>
<td>[PLO-8; NASP-8]</td>
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<tr>
<td>Core Curriculum Objectives</td>
<td>Course Assignments</td>
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</tbody>
</table>
| **Critical Thinking** (creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information) | - Intervention Demonstration  
- Peer Evaluation  
- Quizzes  
- Participation  
- Reflection Posts and Comments  
- Research Paper  
- Professionalism |
| **Communication** (effective development, interpretation and expression of ideas through written, oral, and visual communication) | - Syllabus Agreement Form  
- Peer Evaluation  
- Intervention Demonstration  
- Quizzes  
- Participation  
- Reflection Posts and Comments  
- Research Paper  
- Professionalism |
| **Empirical and Quantitative Skills** (manipulation and analysis of numerical data or observable facts resulting in informed conclusions) | - Intervention Demonstration  
- Quizzes  
- Participation  
- Research Paper  
- Professionalism |
| **Teamwork** (ability to consider different points of view and to work effectively with others to support a shared purpose or goal) | - Peer Evaluation  
- Quizzes  
- Participation  
- Reflection Posts and Comments  
- Research Paper  
- Professionalism |
| **Personal Responsibility** (ability to connect choices, actions, and consequences to ethical decision-making) | - Syllabus Agreement Form  
- Quizzes  
- Participation  
- Reflection Posts and Comments  
- Research Paper  
- Professionalism |
| **Social Responsibility** (intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities) | - Syllabus Agreement Form  
- Peer Evaluation  
- Intervention Demonstration  
- Quizzes  
- Participation  
- Reflection Posts and Comments  
- Research Paper  
- Professionalism |
### 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>
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<tbody>
<tr>
<td>*1</td>
<td>1/18</td>
<td>Course Introduction/Syllabus Intro and Overview</td>
<td>Syllabus</td>
<td>Syllabus agreement form</td>
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<tr>
<td></td>
<td></td>
<td>APA Manual</td>
<td>Daly et al. Ch. 1</td>
<td>Reflection Post and Comment#1</td>
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<tr>
<td></td>
<td></td>
<td>Systemic Approaches to Reduce Prej. Systemic Issues in RTI Implementation</td>
<td>Lopez et al. Ch. 13</td>
<td>Reflection Post and Comment#2</td>
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<tr>
<td>2</td>
<td>1/25</td>
<td>What is CBM and Why Should I Do It? Where Do you Start as a Consultant? Addressing Disproportionately High</td>
<td>Hosp et al. Ch. 1</td>
<td>Quiz 1</td>
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<td>Daly et al. Ch. 2</td>
<td>Reflection Post and Comment#3</td>
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<td>Lopez et al. Ch. 15</td>
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<tr>
<td>3</td>
<td>2/1</td>
<td>CBM for Assessment and Problem Multi-Tiered Reading Interventions Cultural Reciprocity in Home-School</td>
<td>Hosp et al. Ch. 2</td>
<td>Quiz 2</td>
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<td>Daly et al. Ch. 3</td>
<td>Intervention Paper Topic DUE</td>
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<td>Lopez et al. Ch. 16</td>
<td>Reflection Post and Comment#4</td>
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<td>4</td>
<td>2/8</td>
<td>How to Conduct Early Reading CBM Diverse Learners Systemic Approaches to Addressing</td>
<td>Hosp et al. Ch. 3</td>
<td>Quiz 3</td>
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<td>Daly et al. Ch. 4</td>
<td>Reflection Post and Comment#5</td>
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<td>Lopez et al. Ch. 17</td>
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<td>5</td>
<td>2/15</td>
<td>NASP EBI for Reading EBI for Math EBI for Written-Language</td>
<td>Theodore Ch. 7</td>
<td>Bonus Quiz 1</td>
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<td>Theodore Ch. 8</td>
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<td>Theodore Ch. 9</td>
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<td>*6</td>
<td>2/22</td>
<td>How to Conduct Reading CBM Early Literacy</td>
<td>Hosp et al. Ch. 4</td>
<td>Quiz 4</td>
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<td>Daly et al. Ch. 5</td>
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<tr>
<td>7</td>
<td>2/29</td>
<td>How to Conduct Spelling CBM Producing Measurable Increases</td>
<td>Hosp et al. Ch. 5</td>
<td>Quiz 5</td>
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<td>Daly et al. Ch. 6</td>
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<td>8</td>
<td>3/7</td>
<td>How to Conduct Writing CBM Vocabulary</td>
<td>Hosp et al. Ch. 6</td>
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<td>Daly et al. Ch. 7</td>
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<td>9</td>
<td>3/14</td>
<td>UNIVERSITY BREAK</td>
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<td>*10</td>
<td>3/21</td>
<td>Research Paper DUE</td>
<td>Burns et al. Ch. 7</td>
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<td>Academic Acquisition Interventions</td>
<td>Burns et al. Ch. 9</td>
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<td>Academic Fluency-Building Intervention Maintenance and Generalization of</td>
<td>Burns et al. Ch 12</td>
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<td>3/28</td>
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<td>12</td>
<td>4/4</td>
<td>How to Conduct Early Numeracy CBM Reading Comprehension</td>
<td>Hosp et al. Ch. 7</td>
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<td>Daly et al. Ch. 8</td>
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<td>13</td>
<td>4/11</td>
<td>How to Conduct Math CBM Accountability</td>
<td>Hosp et al. Ch. 8</td>
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<td>Daly et al. Ch. 9</td>
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<td>14</td>
<td>4/18</td>
<td>How to Conduct Content-Area CBM Early Numeracy Interventions</td>
<td>Hosp et al. Ch. 9</td>
<td>Quiz 9</td>
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<td>Codding et al. Ch. 8</td>
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<tr>
<td>*15</td>
<td>4/25</td>
<td>Charting and Graphing Data to Help Basic and Complex Computation</td>
<td>Hosp et al. Ch. 10</td>
<td>Quiz 10</td>
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<td>Codding et al. Ch. 9</td>
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<td>*16</td>
<td>5/2</td>
<td>Planning to Use CBM-and Keeping it Word-Problem Solving</td>
<td>Hosp et al. Ch. 11</td>
<td>Quiz 11</td>
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<td>Codding et al. Ch. 10</td>
<td>Intervention Demonstrations</td>
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<tr>
<td>*17</td>
<td>5/9</td>
<td>Finals</td>
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<td>Intervention Demonstrations</td>
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</table>

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

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


Additional reading assignments may be assigned during class.

VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses (the teaching itself and the content/assignments) 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 (full-time and part-time) annual evaluation processes, 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 summarized data will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Policy

Institutional Absences (HOP 04-110)

- An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.
More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

**Code of Student Conduct and Academic Integrity**

- The Code of Student Conduct and Academic Integrity (HOP 04-106) outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

For additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf.

**Withheld Grades Semester Grades Policy (HOP policy 02-206)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/docs/hops/02-206.pdf.

- **Students with Disabilities**
  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 / 468-1004 (TDD) 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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

- **Student Wellness and Well-Being**
  
  SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

  If you are experiencing concerns, seeking help, 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.

- **Other important course-related policies:**
  
  ***Other SFA policy information is found in the Handbook of Operating Procedures (HOP)***

**Other SFA Policy Information**

**Course Policy:**

All assignments should be fully prepared by the student. Developing strong competencies in the skills associated with this course, from student-based brainstorming to project development, will prepare you for success in your degree pathway and, ultimately, a competitive career. Therefore, the use of generative AI tools to complete any aspect of assignments for this course are not permitted and will be treated as plagiarism. If you have questions about what constitutes a violation of this statement, please contact me.

IX: Resources

**On-campus Resources:**

- **The Dean of Students Office** (Rusk Building, 3rd floor lobby)  
  www.sfasu.edu/deanofstudents  
  936.468.7249  
  dos@sfasu.edu

- **SFASU Counseling Services** • www.sfasu.edu/counselingservices  
  Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401

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

- **The Health and Wellness Hub “The Hub”**  
  Location: corner of E. College and Raguet St.
  - To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
    - Health Services
    - Counseling Services
    - Student Outreach and Support
    - Food Pantry
    - Wellness Coaching
    - Alcohol and Other Drug Education
  - www.sfasu.edu/thehub
  - 936.468.4008
X. 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 an 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.

XI. 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.
# Reflection Post and Comments Rubric

<table>
<thead>
<tr>
<th>Scoring Criteria</th>
<th>Total Points</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection post is 2-3 pages long and submitted as a Word attachment.</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Reflection focuses on what was learned in the course and how it applies to their current or future work in school systems (e.g., how the information pertains to lived experiences and/or connects with information learned in other courses). The reflection may also address how one’s perspective has changed.</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>The reflection does <strong>NOT</strong> include a summary or regurgitation of textbook information.</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>The student responded to at least 3 peer’s reflection posts in a meaningful and thoughtful way.</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>10</strong></td>
<td></td>
</tr>
</tbody>
</table>
## Intervention Demonstration Scoring Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>Scoring Criteria</th>
<th>Total Points</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preparation</strong> (5 points)</td>
<td>Presenter had a clear understanding of the information presented and provided current research supporting and possibly criticizing the intervention. (Minimum 7 research articles)</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>Content</strong> (24 points)</td>
<td><em>Introduction</em> is attention-getting, lays out the premise for the intervention, and establishes a framework for the rest of the presentation. There is an obvious <em>conclusion</em> summarizing the presentation.</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Technical terms are well-defined in language a reasonable person could understand (e.g., parent at an ARD meeting).</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Describes the target population of the intervention and how the information could be implemented within both a school and clinic setting (i.e., target population of intervention, students and circumstances that would be most and least impacted by the approach).</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Presented ideas for further research on the approach(es) advocated. Presenter describes how they could implement one of the research ideas.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Presentation <em>maintained the interest of the audience</em> and overheads/handouts/activities were appropriate and helpful to the audience.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Presentation materials were submitted 2 hours prior to class period.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>Presentation</strong> (21 points)</td>
<td><em>Demonstration(s)</em> of the approach was provided (i.e., have the class experience receiving and/or administering the intervention).</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Information was well communicated and maintained a sense of professionalism (e.g., speaker maintains good eye contact with the audience, is appropriately animated, and uses appropriate language and visuals). No PowerPoint was used. Presentation is within the 15-17 time limit.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Score</strong></td>
<td>Total Points</td>
<td>50</td>
<td></td>
</tr>
</tbody>
</table>

**Area of Reinforcement:**

**Area of Refinement:**
**Peer Feedback**

<table>
<thead>
<tr>
<th></th>
<th>Rate from 0-5 (5 being the most)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The amount I learned</td>
<td>0-5</td>
</tr>
<tr>
<td>My level of engagement</td>
<td>0-5</td>
</tr>
<tr>
<td>My level of participation</td>
<td>0-5</td>
</tr>
</tbody>
</table>

Describe 1-3 things the presenter did well

Describe 1-3 recommendations for improving the demonstration/presentation
Research Paper: Academic Intervention

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>Identifies and describes the selected academic intervention in such a manner that the reader could implement the intervention from reading the paper.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Student identifies the database(s) used to search the literature.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Student identifies the search terms used to search the identified database(s).</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Student identifies the total number of articles found using the search terms, operational definitions of inclusion and exclusion criteria, and the number of articles meeting the inclusion criteria.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>A table is provided representing the available research (i.e., author[year], number of participants, race/ethnicity, grade/age, setting and participant characteristics, and problem type [e.g., addition, subtraction, multiplication, reading comprehension, reading fluency, etc]).</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Student adequately summarizes the research base, noting strengths and gaps in the literature.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>The literature review follows current APA Style and uses Professional Style</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>The literature review contains 8 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. Times New Roman and 12 point font are used. No quotes are used.</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Total Score: ________ X 2 = ________/100

NASP Standard IV.I Interventions and Instructional Support to Develop Academic Skills
NASP Standard VIII.I Research and Program Evaluation
Professional Dispositions

Name: _____________________________  Rater: _____________________________

Please rate your student 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 student whose performance consistently falls in this range requires improvement to function effectively in a professional environment.

3 = Standard. Most students 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 students in this range meets normal expectations.

4 = Above Standard. Performance and judgment of students 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 student 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. Student is sensitive to racial issues.  
      1 2 3 4 5 N
   b. Student is sensitive to cultural issues.  
      1 2 3 4 5 N
   c. Student is sensitive to the needs of all learners.  
      1 2 3 4 5 N
   d. Student is sensitive to people of all sexual orientations.  
      1 2 3 4 5 N
   e. Student professionally encourages inclusion in school settings.  
      1 2 3 4 5 N
   f. Student is aware of the challenges that diversity issues may pose in the schools  
      1 2 3 4 5 N

2. Effective Communication Skills
   a. Student’s written work is free of spelling errors.  
      1 2 3 4 5 N
   b. Student’s written work is free of grammatical errors.  
      1 2 3 4 5 N
   c. Student’s spoken language is free of grammatical errors.  
      1 2 3 4 5 N
   d. Student can clearly express ideas in writing.  
      1 2 3 4 5 N
   e. Student can clearly express ideas verbally.  
      1 2 3 4 5 N
   f. Student can explain complex ideas in simple language.  
      1 2 3 4 5 N
   g. Student expresses themselves using professional language.  
      1 2 3 4 5 N

3. Effective Interpersonal Relations
   a. Student demonstrates understanding of others’ points of view.  
      1 2 3 4 5 N
   b. Student is empathetic of others.  
      1 2 3 4 5 N
   c. Student is supportive of others.  
      1 2 3 4 5 N
   d. Student resolves conflict situations in a professional manner.  
      1 2 3 4 5 N
   e. Student approaches others for assistance when needed.  
      1 2 3 4 5 N

4. Ethical Responsibility
   a. Student demonstrated knowledge of ethical guidelines of the profession.  
      1 2 3 4 5 N
   b. Student can apply ethical guidelines to situations within practice.  
      1 2 3 4 5 N
   c. Student does not exceed areas of competence in professional practice.  
      1 2 3 4 5 N
5. Self-Awareness, Self-Evaluation, and Self-Reflection
   a. Student adapted to the academic demands of the program. 1 2 3 4 5 N
   b. Student is aware of the potential impact of personal values and beliefs on clients, peers, and faculty. 1 2 3 4 5 N
   c. Student independently identifies problem situations. 1 2 3 4 5 N
   d. Student engages in problem solving to address problem situations. 1 2 3 4 5 N
   e. Student has adapted to the emotional demands of the program. 1 2 3 4 5 N

6. Initiative and Dependability
   a. Student is organized. 1 2 3 4 5 N
   b. Student meets important deadlines. 1 2 3 4 5 N
   c. Student anticipates the needs of students/clients. 1 2 3 4 5 N

7. Openness to Processes of Training and Instruction
   a. Student welcomes performance feedback. 1 2 3 4 5 N
   b. Student receives feedback in a thoughtful and reflective manner. 1 2 3 4 5 N
   c. Student 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. Student responded professionally to negative feedback or reprimand. 1 2 3 4 5 N
   b. Student successfully completed a remediation plan. 1 2 3 4 5 N
   c. Student sought out assistance in dealing with a critical professional issue. 1 2 3 4 5 N
   d. Student entered and completed therapy to resolve issues or problems. 1 2 3 4 5 N

Do you have any comments about this student that you would like to add?
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
### Criteria

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preparation for Class</strong></td>
<td></td>
</tr>
<tr>
<td>I read carefully, look up unfamiliar vocabulary, and make annotations in my text. I review my notes from prior classes and make connections. I develop my own ideas about the text.</td>
<td>5</td>
</tr>
<tr>
<td>I read the texts, look up unfamiliar vocabulary, and prepare for discussion.</td>
<td>4</td>
</tr>
<tr>
<td>I read the texts.</td>
<td>3</td>
</tr>
<tr>
<td>I did not read all of the required texts.</td>
<td>2</td>
</tr>
<tr>
<td>I did not read any of the required texts.</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interaction: Whole Class Work</strong></td>
<td></td>
</tr>
<tr>
<td>I contribute my own ideas and respond to my peers and the instructor’s comments throughout the class period; however, I do not dominate the class discussion. My speech maintains a sense of professionalism. I am appropriately dressed for class and have my video turned on.</td>
<td>5</td>
</tr>
<tr>
<td>I participate and listen to the instructor and others most of the time.</td>
<td>3.5</td>
</tr>
<tr>
<td>I participate occasionally, but I am interested. I use crass language.</td>
<td>2</td>
</tr>
<tr>
<td>I do not usually participate in class discussions. My video was turned off.</td>
<td>1</td>
</tr>
</tbody>
</table>

### Date

<table>
<thead>
<tr>
<th>Date</th>
<th>Student Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/18</td>
<td>PC: ___ + WCW: ___ = _____ //</td>
</tr>
<tr>
<td>2/22</td>
<td>PC: ___ + WCW: ___ = _____ //</td>
</tr>
<tr>
<td>3/21</td>
<td>PC: ___ + WCW: ___ = _____ //</td>
</tr>
<tr>
<td>4/25</td>
<td>PC: ___ + WCW: ___ = _____ //</td>
</tr>
<tr>
<td>5/2</td>
<td>PC: ___ + WCW: ___ = _____ //</td>
</tr>
<tr>
<td>5/9</td>
<td>PC: ___ + WCW: ___ = _____ //</td>
</tr>
</tbody>
</table>
SYLLABUS AGREEMENT FORM

I acknowledge that I have received and reviewed the course syllabus for SPSY 5315, Spring 2024. My class meets on __________ (day) 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