**Instructor:** Lisa McCleary, Ph.D., LP, LSSP, BCBA-D, NCSP  
**Pronouns:** she/her/hers  
**Office:**  
**Office Phone:**  
**Other Contact Information:** NA

**Course Time & Location:** 10:00 – 11:55  
**Office Hours:** F: 8:00-10:00 virtual  
**Credits:** 3  
**Email:** lisa.mccleary@sfasu.edu

**Prerequisites:** NA

This course meets virtually via Zoom.

**I. Course Description:**
“Counseling culturally different clients.”

PCOU 5335 “Multicultural Counseling” (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.

**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 dedicated to responsible service, leadership, and continued professional and intellectual development in an interconnected global society.

To accomplish this mission, the goals of the Perkins College of Education are to:

- Provide **transformational experiences** for our students.
- Promote **meaningful and sustained enrollment growth**.
- **Attract and support high quality faculty and staff.**
- Improve and maintain an optimal **college culture**.
- Provide **academic and co-curricular innovations**.
- **Increase connections** with stakeholders.

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 and innovation and change
- integrity, responsibility, diligence and ethical behavior
- and 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 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.

2. **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.

3. **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.

4. **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 4, 7, 8, and 10 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 multilitered 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 individual differences, abilities, disabilities, and other diverse characteristics. [PLO-8; NASP-8]
2. Identify how one’s belief system influences perceptions, behaviors, assumptions, and orientations. [PLO-8, 10; NASP-8,10]
3. Demonstrate knowledge of culturally responsive practice. [PLO-7, 8; NASP-7, 8]
4. Evaluate your own belief system and its potential impact on service delivery. [PLO-8, 10; NASP-8, 10]
5. Demonstrate knowledge of how systems, practices, and processes concerning diversity may limit or enhance service delivery. [PLO-8, 10; NASP-8, 10]
6. Demonstrate skills promoting effective service delivery to individual(s) with diverse characteristics in a socially just and equitable manner. [PLO-8, 10; NASP-8, 10]
7. Apply NASP’s *Principles for Professional Ethics* to socially just and equitable service delivery. [PLO-8, 10; NASP-8, 10]

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

Grades will be assigned based on the quality of each student’s fulfillment of the following requirements.
1. **Syllabus Agreement Form (Pass/Fail):** As per Human Services and Educational Leadership department guidelines, students must complete and return the attached syllabus agreement form. This form must be received before the end of the first class. Questions and concerns regarding the syllabus agreement form must be brought to the attention of the instructor immediately.

2. **Course Confidentiality Agreement Form (Pass/Fail):** Students must complete and return the attached course confidentiality agreement form assuring that course discussions will remain confidential. This form must be received before the end of the first class. Questions and concerns regarding the course confidentiality agreement form must be brought to the attention of the instructor immediately.

3. **Reflection Posts and Comments (150 points/37.5%):** For each designated day, students will write at least a 250-word reflection on what they learned from that day’s assigned readings, how it relates to their own experiences or something you are learning about in the news, and how it applies to their current job or future work as school psychologists. 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 course pertains to lived experiences and/or connects with information learned in other courses. The reflection may also address how one’s perspective of socially just and equitable practices has changed. Each student must also respond to at least 3 other peer reflection posts in a meaningful and thoughtful way. **In order to respond to peer’s post before the deadline, you and your peers will have to post your reflections well before the time the assignment is due.**

4. **Action Plan Paper (100 points/25%):** This 4-6 page paper should be a synthesis of what you have learned from the course materials and discussions. Each paper should identify and discuss an incident you have experienced or heard about from friends, family or in the media that have elements of diversity such as gender, ethnicity, race, age, religion, sexual orientation, physical appearance, etc. In this paper you must answer the following questions: 1) What levels and aspects of culture and intersectionality are operating in the case? 2) What cultural barriers and/or belief systems are operating in the case? 3) What competencies would improve cultural interactions? 4) What strategies would help the school psychologist, or the organization support cultural competency and social justice? Through this assignment, demonstrate knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity and social justice.

5. **Interview Assignment (100 points/25%):** Students are required to demonstrate skills related to equitable practices for diverse individuals by conceptualizing a multicultural diverse case that might be encountered as a school psychologist. Students are asked to think about the presenting problem/scenario for testing or evaluation. Students then role play the scenario in a taped 15-minute session with a partner, where the role-playing clinician is required to use culturally responsive counseling skills to build rapport and decrease the levels of stress of the student/family. The tape is then evaluated by the instructor for feedback. Through this assignment, students must demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.

6. **Final Reflection Post and Comments (50 points/12.5%):** Students will write a two-page reflection on what they have learned in the course 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 course pertains to lived experiences and/or connects
with information learned in other courses. The reflection may also address how one’s perspective of school psychology service delivery has changed over the course of the semester. Each student must also respond to at least 3 peer reflection posts in a meaningful and thoughtful way. **In order to respond to peer’s post before the due date, you and your peers will have to post your reflections well before the due date.**

**7. 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. Course Confidentiality Agreement Pass/Fail
3. Reflection Posts and Comments 150 points
4. Action Plan Paper 100 points
5. Interview Assignment 100 points
6. Final Reflection Post and Comments 50 points
7. Professionalism Pass/Fail 400 points

**Grades**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100% (360-400 points)</td>
</tr>
<tr>
<td>B</td>
<td>80-89%  (320-359 points)</td>
</tr>
<tr>
<td>C</td>
<td>70-79%  (280-319 points)</td>
</tr>
<tr>
<td>D</td>
<td>60-69%  (240-279 points)</td>
</tr>
<tr>
<td>F</td>
<td>59 or below (0-239 points)</td>
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</tbody>
</table>

*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 individual differences, abilities, disabilities, and other diverse characteristics.</td>
<td>Class discussion and activities</td>
<td>-Reflection Post -Action Plan Paper -Interview Assignment -Final Reflection -Professionalism</td>
<td>[PLO-8, 10; NASP-8, 10]</td>
</tr>
<tr>
<td>Identify how one’s belief system influences perceptions, behaviors, assumptions, and orientations.</td>
<td>Class discussion and activities</td>
<td>-Reflection Post -Action Plan Paper -Interview Assignment -Final Reflection -Professionalism</td>
<td>[PLO-8, 10; NASP-8, 10]</td>
</tr>
<tr>
<td>Demonstrate knowledge of culturally responsive practice.</td>
<td>Class discussion and activities</td>
<td>-Reflection Post -Action Plan Paper -Interview Assignment -Final Reflection -Professionalism</td>
<td>[PLO-7, 8; NASP-7, 8]</td>
</tr>
<tr>
<td>Evaluate your own belief system and its potential impact on service delivery.</td>
<td>Class discussion and activities</td>
<td>-Reflection Post -Action Plan Paper -Interview Assignment -Final Reflection -Professionalism</td>
<td>[PLO-8, 10; NASP-8, 10]</td>
</tr>
<tr>
<td>Demonstrate knowledge of how systems, practices, and processes concerning diversity may limit or enhance service delivery.</td>
<td>Class discussion and activities</td>
<td>-Reflection Post -Action Plan Paper -Interview Assignment -Final Reflection -Professionalism</td>
<td>[PLO-8, 10; NASP-8, 10]</td>
</tr>
<tr>
<td>Demonstrate skills promoting effective service delivery to individual(s) with diverse characteristics in a socially just and equitable manner.</td>
<td>Class discussion and activities</td>
<td>-Reflection Post -Action Plan Paper -Interview Assignment -Final Reflection -Professionalism</td>
<td>[PLO-8, 10; NASP-8, 10]</td>
</tr>
<tr>
<td>Apply NASP’s <em>Principles for Professional Ethics</em> to socially just and equitable service delivery.</td>
<td>Class discussion and activities</td>
<td>-Reflection Post -Action Plan Paper -Interview Assignment -Final Reflection -Professionalism</td>
<td>[PLO-8, 10; NASP-8, 10]</td>
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<tr>
<td>Core Curriculum Objectives</td>
<td>Course Assignments</td>
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<td>------------------------------------------------------------------------------------------</td>
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</tbody>
</table>
| **Critical Thinking** (creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information) | -Reflection Post  
-Action Plan Paper  
-Interview Assignment  
-Final Reflection  
-Professionalism |
| **Communication** (effective development, interpretation and expression of ideas through written, oral, and visual communication) | -Reflection Post  
-Action Plan Paper  
-Interview Assignment  
-Final Reflection  
-Professionalism |
| **Empirical and Quantitative Skills** (manipulation and analysis of numerical data or observable facts resulting in informed conclusions) | -Reflection Post  
-Action Plan Paper  
-Final Reflection |
| **Teamwork** (ability to consider different points of view and to work effectively with others to support a shared purpose or goal) | -Reflection Post  
-Action Plan Paper  
-Interview Assignment  
-Final Reflection  
-Professionalism |
| **Personal Responsibility** (ability to connect choices, actions, and consequences to ethical decision-making) | -Syllabus Agreement  
-Course Confidentiality  
-Reflection Post  
-Action Plan Paper  
-Interview Assignment  
-Final Reflection  
-Professionalism |
| **Social Responsibility** (intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities) | -Syllabus Agreement  
-Course Confidentiality  
-Reflection Post  
-Action Plan Paper  
-Interview Assignment  
-Final Reflection  
-Professionalism |
## 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>*7/8</td>
<td>Course introduction/syllabus: NASP’s Principles for Professional Ethics (PPE)</td>
<td>Syllabus, NASP PPE</td>
<td>Syllabus Agreement DUE</td>
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<tr>
<td></td>
<td></td>
<td><strong>Course introduction/syllabus</strong></td>
<td></td>
<td>Course Confidentiality DUE</td>
</tr>
<tr>
<td>1/2</td>
<td>7/9</td>
<td>Social Justice: A Framework for Equity</td>
<td>Barrett Ch. 1</td>
<td>Reflection post #1</td>
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<tr>
<td></td>
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<td>Equity and Social Justice: Foundations for SP</td>
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<tr>
<td>1/3</td>
<td>7/10</td>
<td>Social Justice Is About Systems</td>
<td>Barrett Ch. 2</td>
<td>Reflection post #2</td>
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<tr>
<td>2/4</td>
<td>7/11</td>
<td>Social Justice Is About Challenging Ourselves</td>
<td>Barrett Ch. 3</td>
<td>Reflection post #3</td>
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<tr>
<td></td>
<td></td>
<td>A Rural Ecological School Counseling</td>
<td>Fears et al. (2023)</td>
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<tr>
<td>2/5</td>
<td>7/15</td>
<td>Social Justice Is About Privilege, Implicit Bias, and Social Justice</td>
<td>Barrett Ch. 3</td>
<td>Reflection post #4</td>
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<tr>
<td>2/6</td>
<td>7/16</td>
<td>Social Justice Is About More Than Numbers</td>
<td>Barrett Ch. 5</td>
<td>Reflection post #5</td>
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<tr>
<td>2/7</td>
<td>7/17</td>
<td>Social Justice Is About the Children, Families, and Social Justice</td>
<td>Barrett Ch. 6</td>
<td>Reflection post #6</td>
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<tr>
<td>3/8</td>
<td>*7/18</td>
<td>Social Justice Is About Empowering Families</td>
<td>Barrett Ch. 7</td>
<td>Reflection post #7</td>
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<td></td>
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<td>Counseling and Supporting Students and Social Justice</td>
<td>Westheimer et al. (2016)</td>
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<td>3/9</td>
<td>7/22</td>
<td>A Challenge to Educators</td>
<td>Barrett Ch. 8</td>
<td>Reflection post #8</td>
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<tr>
<td>3/10</td>
<td>7/23</td>
<td>Social Justice and Me</td>
<td>Barrett Ch. 9</td>
<td>Reflection post #9</td>
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<tr>
<td>3/11</td>
<td>7/24</td>
<td>Implementing Culturally Responsive Practices</td>
<td>Garbacz Ch. 7</td>
<td>Reflection post #10</td>
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<tr>
<td>4/12</td>
<td>*7/25</td>
<td>Supporting Teachers of English Learners</td>
<td>Lopez et al. Ch. 3</td>
<td>Reflection post #11</td>
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<td>School Counselor’s Strategies for SJ Change</td>
<td>Sing et al. (2010)</td>
<td>Professionalism Rubric</td>
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<td>4/13</td>
<td>7/29</td>
<td>Consulting with Culturally and Linguistically Diverse</td>
<td>Lopez et al. Ch. 4</td>
<td>Reflection post #12</td>
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<td>4/14</td>
<td>7/30</td>
<td>Multicultural Process and Communication Issues</td>
<td>Lopez et al. Ch. 5</td>
<td>Reflection post #13</td>
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<tr>
<td>4/15</td>
<td>7/31</td>
<td>Assessment of English Language Learners</td>
<td>Lopez et al. Ch. 11</td>
<td>Reflection post #14</td>
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<td>5/16</td>
<td>*8/1</td>
<td>Social, Emotional, and Behavioral Assessment</td>
<td>Lopez et al. Ch. 12</td>
<td>Reflection post #15</td>
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<tr>
<td>5/17</td>
<td>8/5</td>
<td>NASP EDI Podcast (select 1-2 podcasts)</td>
<td>NASP EDI Podcast</td>
<td>Interview Assignment DUE</td>
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<tr>
<td>5/18</td>
<td>8/6</td>
<td>NASP SP4SJ Series (select 1-2 videos)</td>
<td>NASP SP4SJ Series</td>
<td>Action Plan Paper DUE</td>
</tr>
<tr>
<td>5/19</td>
<td>8/7</td>
<td>Implementing Culturally Responsive Practices</td>
<td></td>
<td>Final Reflection &amp; Comments</td>
</tr>
</tbody>
</table>

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

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

**Required:**

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)***

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### 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.

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### 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  
  thehub@sfasu.edu

- **Crisis Resources:**
  - Burke 24-hour crisis line 1(800) 392-8343
  - National Suicide Crisis Prevention: 9-8-8
  - Suicide Prevention Lifeline 1(800) 273-TALK (8255)
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 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.

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.
## Action Plan Paper

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>Scoring Criteria</th>
<th>Total Points</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies and discusses an incident you have experienced or heard about from friends, family or in the media that have elements of diversity such as gender, ethnicity, race, age, religion, sexual orientation, physical appearance, etc.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Answers the following questions: 1) What levels and aspects of culture and intersectionality are operating in the case? 2) What cultural barriers and/or belief systems are operating in the case? 3) What competencies would improve cultural interactions? 4) What strategies would help the school psychologist, or the organization support cultural competency and social justice?</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Uses evidence-based practices to answer the aforementioned questions</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>The paper follows APA-style (7th ed.), using the Professional Style paper, Times New Roman, 12-point font, and no quotes.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>The literature review contains 4-6 pages of content, not including a title page and references.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>The paper is organized logically and is clearly and concisely written without spelling, typographical, and/or grammatical errors.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>50</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Total Score:** ________ X 2 = ________/100

NASP Domain 8: Equitable Practices for Diverse Student Populations
**Interview Assignment**

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>Scoring Criteria</th>
<th>Total Points</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Video presents a problem/scenario for testing or evaluation</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Student demonstrate skills related to equitable practices for diverse individuals by conceptualizing a multicultural diverse case that might be encountered as a school psychologist</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Students role plays the scenario with a partner, where the role-playing clinician is required to use culturally responsive counseling skills to build rapport and decrease the levels of stress of the student/family.</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Student demonstrates skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Video is 15-17 minutes</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

**Total Points** 50

**Total Score:** _______ X 2 = _______/100

NASP Domain 8: Equitable Practices for Diverse Student Populations
### 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 at least 250 words</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Reflection focuses on what they learned from that day’s assigned readings, how it relates to their own experiences or something you are learning about in the news, and how it applies to their current job or future work as school psychologists. The reflection may also address how one’s perspective of school systems has changed.</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>The student responded to at least 3 peer reflection posts in a meaningful and thoughtful way.</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>10</strong></td>
<td></td>
</tr>
</tbody>
</table>

**NASP Domain 8: Equitable Practices for Diverse Student Populations**
## Final 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 pages long</td>
<td>10</td>
<td></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 of school psychology service delivery has changed over the course of the semester.</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>The reflection does <strong>NOT</strong> include a summary or regurgitation of textbook information.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>The student responded to at least 3 peer reflection posts in a meaningful and thoughtful way.</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>50</strong></td>
<td></td>
</tr>
</tbody>
</table>

NASP Domain 8: Equitable Practices for Diverse Student Populations
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 themself 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?
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
School Psychology Class Confidentiality Agreement

I, ___________________________ hereby affirm my commitment to maintaining the utmost confidentiality of any information shared during the ______________ course. I understand that this confidentiality is essential to protect the clients/students, parents, teachers, and other school personnel we may be working with and myself.

As a participant in the graduate school psychology course, I recognize the importance of maintaining confidentiality and protecting the privacy of individuals involved in the course. We understand that discussions, assignments, and case studies may involve sensitive and personal information, which must be treated with the utmost care and respect. Therefore, I agree to abide by the following confidentiality statement:

- I will not disclose, publish, or share any information discussed or provided in the ______________ course without permission from all parties involved or a under circumstances in which I must to comply with the law (e.g., court order).
- I will strictly use the shared information solely for educational purposes within the scope of the ______________ course. I recognize the need to exercise caution and take all necessary precautions to prevent unauthorized access, use, or disclosure of any confidential information. This includes using ear buds or a headset during class.
- Confidentiality Obligation: I understand that any information shared by my peers, instructors, or clients during the course is strictly confidential. I will not disclose, discuss, or share any identifying or sensitive information outside of the course setting, without explicit permission from the individuals involved.
- Privacy and Anonymity: I will make every effort to ensure the privacy and anonymity of individuals discussed in the course. When discussing case studies or examples, I will refrain from using real names or any other personally identifiable information unless given explicit consent.
- Respectful Communication: I will engage in respectful and professional communication when discussing topics in the course. I will maintain a supportive and non-judgmental environment that fosters open dialogue, while ensuring that personal information remains confidential.
- Protection of Course Materials: I acknowledge that course materials, including readings, lecture notes, and presentations, are the intellectual property of the instructors and authors. I will not distribute or share these
materials with individuals who are not enrolled in the course, unless authorized to do so.

- Safeguarding Digital Information: I will take appropriate measures to protect digital information shared within the course. This includes using secure platforms, maintaining strong passwords, and refraining from sharing course-related information through unsecured channels.
- Reporting Breaches: In the event of a suspected or actual breach of confidentiality, I will promptly report the incident to the instructor or course coordinator. I understand that breaches of confidentiality may have ethical and legal consequences, and I will cooperate fully in any investigation or resolution process.
- By participating in the graduate school psychology course, I acknowledge and agree to uphold this confidentiality statement. I understand that failure to comply with this statement may result in disciplinary action or other appropriate measures, such as removal from the program.

By signing below, I affirm that I have read and understood the importance of maintaining confidentiality. I acknowledge that any breach of this agreement may have serious consequences for both the clients and myself. I commit to upholding these obligations of confidentiality both during and after my participation in the _____________ course.

Printed Name: _______________________

Student's Signature: _______________________ Date: ____________________
SYLLABUS AGREEMENT FORM

I acknowledge that I have received and reviewed the course syllabus for PCOU 5335, Summer 2024. My class meets virtually 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

Adapted from http://www.ms.uky.edu/~houghw/MA111-F13/SyllabusAgreement.pdf