PSY 635—School-based Interventions
COURSE SYLLABUS: Spring 2021

INSTRUCTOR INFORMATION

Instructor: Tim Allen, Ph.D.
Class time and location: Online
Office hours: Online, TBA
Email address: timrallenjr@gmail.edu University email forthcoming
Preferred form of communication: University email
Communication response time: *Via university email*, usually within 48 hours, with the exception of weekends and holidays

COURSE INFORMATION

Materials

Textbook(s) Required
There are no textbooks required for this course. Required readings will be posted in D2L.

Other resources. Texas A&M University—Commerce's Gee Library provides access to thousands of online journals. Of particular interest to this class are resources found in the ERIC and PsychInfo databases. You may access these resources on campus or from home by using your CWID and password at http://www.tamuc.edu/library/

Course Description
Founded on a decision-making and accountability model, this course provides training in the investigation of theoretical and applied issues relevant to the design, implementation, and evaluation of academic, behavioral, and social-emotional interventions for students in schools. Emphasis will be placed on the linking of assessment to intervention design for the purpose of identifying interventions that are functionally relevant and fit the context in which they are implemented. Students will review various empirically validated intervention procedures to address student needs at the school-wide, small group/classroom, and individual levels and determine the effectiveness and efficacy of those interventions. Prerequisites: Prior enrollment in PSY 535 or consent of instructor.

The syllabus/schedule are subject to change.

Student Learning Outcomes

Upon successful completion of the course, students will be able to:

1. Describe services within a three-tiered model of prevention and intervention.
2. Evaluate existing interventions based on their empirical evidence.
3. Match interventions to the existing needs of students in the areas of reading, written language, math, and social/emotional/behavioral functioning.
4. Understand how to maximize fidelity of implementation of interventions.

Links to NASP Model 10 Domains of Practice
Domain 1: **Data-Based Decision-Making and Accountability.** You will gain knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

Domain 2: **Consultation and Collaboration.** You will gain knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services

Domain 3: **Interventions and Instructional Support to Develop Academic Skills.** You will gain knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.

Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills. You will gain knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning, and mental and behavioral health to implement and evaluate services that support socialization, learning, and mental and behavioral health.

Domain 5: **School-Wide Practices to Promote Learning**. You will gain knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.

Domain 6: Preventive and Responsive Services. You will gain knowledge of principles and research related to resilience and risk factors in learning and mental

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health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response.

Domain 8: **Diversity in Development and Learning**. You will gain knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.

Domain 9: Research and Program Evaluation. You will gain knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.

COURSE REQUIREMENTS
Course Activities & Assignments

Attendance (Up to 5 points per class meeting)
Attendance is critical for success in this course. The course offers frequent opportunities for learning through the exchange of ideas, classroom discussions and skill practice during class. These skills cannot be developed without each student being in class. Regarding an unavoidable absence, only a significant personal and/or medical emergency or religious observance will be considered as an acceptable excuse and this must be confirmed and approved.

Classroom Assessment and Intervention Application Activities (8 Activities x 10 points each – 80 points total)
These application activities will give students the opportunity to practice skills related to school-based assessment and intervention. During these activities, students will have an opportunity to match screening and other assessment data (e.g., benchmarking and progress monitoring probes) to intervention selection, practice using the problem-solving model, and collect data on the fidelity of implementation. Additional details about each classroom activity will be provided throughout the semester. If students miss a class due to an <u>excused</u> absence, a makeup assignment will be allowed.

Midterm Exam (50 points)
A mid-semester exam will assess the students' knowledge, understanding, and application of course readings and content. More information on the format and content of the exam will be provided in class.

Intervention Review (30 points)
Students will work in groups of two or three. The empirical literature provides a wealth of intervention strategies to select from when designing interventions for students with

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presenting academic and/or social/emotional/behaviorial difficulties. Students will consult the literature on a general class of interventions, then focus on the one intervention strategy/procedure that has the strongest research evidence and present it to the class. Presenters will summarize information regarding the procedures involved, evidence for or against use of the practice, and indications/contraindications for use with particular individuals.

1. Describe the class of interventions, including how they fit into the three-tier model and RTI process, as well as characteristics of intended deliverers and recipients
2. Provide a very brief description of common interventions in this class, including research supporting use or non-use
3. Give an overview of the **intervention with the most research support**, including availability, requirements, length, expertise needed, and use of the intervention with individuals from diverse racial/ethnic/cultural backgrounds, etc.
4. Share your evaluation of the empirical research base regarding this intervention, including:
    a. Number of studies evaluating its effectiveness
    b. An annotated description of 3 to 5 studies exploring its effectiveness
    c. Describe the strengths and limitations of the studies (design flaws, characteristics of the sample)
    d. Provide an overall evaluation of its status as evidence-based practice & recommendation for use
5. Lead an actual demonstration of the intervention (act out and involve class members)
6. Field questions from the class
7. **Provide an informative handout to the class and instructor.**

The presentation should take 45 minutes. Potential interventions include the following:

INTERVENTION AREA #1: School-wide Level – Behavior
Examples: School-wide Positive Behavior Support, Assertive Discipline, Foundations, Best Behavior

INTERVENTION AREA #2: Group/Classroom Level – Behavior – Social Skills/Social-Emotional Skills Curricula
Examples: Steps to Respect, Second Step, Bully Proofing, FRIENDS, Strong Kids/Strong Teens

INTERVENTION AREA #3: Group/Classroom Level – Behavior – Behavior Rating and Feedback
Examples: Check-in/Check-out Behavior Education Program, Self-Management/Self-Monitoring

INTERVENTION AREA #4: Group/Classroom Level – Behavior – Classroom Management
Examples: Timeout, The Good Behavior Game, Think Time, PATHS

INTERVENTION AREA #5: Group/Classroom Level – Behavior – Parent Training
Examples: The Incredible Years, Parent Management Training (PMT-O), Love and Logic

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INTERVENTION AREA #6: Group/Classroom Level – Behavior/Mental Health – Emotional Regulation
Examples: Coping Cat, Coping Power, Coping with Depression, Zones of Regulation

OTHER OPTIONS INCLUDE: Math instruction, Writing instruction, ESL Instruction, High School Remedial Reading Instruction, Reading Comprehension, Content Area Instruction, Study/Organizational Skills, and beyond…

Case Conceptualization Project Report *(100 points)*
Students will be given assessment data to guide intervention selection. Students will prepare a report describing the plan for implementation, progress monitoring, and fidelity measurement. Students will utilize FBA techniques as well as the problem-solving model (Problem Identification, Problem Analysis, Plan Development, and Plan Evaluation). More information will be provided in class and on D2L. Students can work in dyads but must turn in an individually written report.

GRADING

Assignment	*Points Possible*
Attendance	60
Classroom Application Activities	80
Midterm Exam	50
Intervention Review	30
Case Study Report	100
Total Points Possible	320

COURSE OUTLINE / CALENDAR

Date (Week of)	Class Focus	Corresponding Readings and Assignments Due
January 11th	Course Overview/Introductions	
January 18nd	Introduction to School-based Assessment and Intervention	Required • Benson & Donohue (2018) • Forman & Oliveira (2018) • Ardoin & January (2018) • Briesch &Volpe (2018) Supplemental • Jimerson, Burns, & VanDerHeyden (2016) Chapter 1
January 25th	RTI/MTSS Foundations	Required

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	• Linking Assessment to Intervention/Data-Based Decision-Making/Problem Solving • Intro to Case conceptualization • ABA Refresher	• Batsche et al. (2010) (Contains Case Examples of Carla & Victor) • Jimerson, Burns, & VanDerHeyden Chapters 2 and 3 (Data-Based Decision-Making; Applied Behavior Analysis) Supplemental • Gersten et al. (2005) • Kratochwill & Schernoff (2004) • Jimerson, Burns, & VanDerHeyden (2016) Chapters 4-7 <mark>Classroom Activity 1</mark>
February 1st	RTI/MTSS Foundations • Applied Behavior Analysis • Accountability Systems • Evidence-Based Practices • Contextual Influences and Response to Intervention	Required • Jimerson, Burns, & VanDerHeyden Chapter 8-9 (Response to Intervention and Accountability Systems; MTSS and Evidence-Based Practices) • Chapter 26 (Contextual Influences and Response to Intervention) Supplemental Jimerson, Burns, & VanDerHeyden Chapters 10-11 <mark>Classroom Activity 2</mark> Intervention Review Topic Due
February 8th	Tier 1—Assessment, Problem Analysis, and Intervention	Required • Jimerson, Burns, & VanDerHeyden Chapters 12-15 (Screening Assessment Within a Multi-Tiered System of Support; Mathematics Instruction; Classroom Reading Instruction; Classwide Intervention Using Peer-Assisted Learning Strategies [PALS]) <mark>Classroom Activity 3</mark>
February 15th	Tier 2—Assessment, Problem Analysis and Intervention	Required • Jimerson, Burns, & VanDerHeyden Chapters 16-17 (Assessment: Periodic Assessment to Monitor Progress; Problem Analysis at Tier 2: Using Data to Find the Category of the Problem) <mark>Classroom Activity 4</mark>
February 22nd	**NO CLASS MEETING. COMPLETE ONLINE MODULES.** Tier 2 (cont'd)– Assessment, Problem Analysis, and Intervention (cont'd)	Required • Jimerson, Burns, & VanDerHeyden Chapters 18-19 (Multilevel Response-to-Intervention Prevention Systems: Mathematics Intervention at Tier 2; Implementation of Tier 2 Reading Interventions in the Primary Grades)
March 1st	TBD	<mark>Classroom Activity 5</mark>
March 8th	**MIDTERM EXAM**	

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March 15th **No 2021 Spring Break Due to COVID**	Suicide Prevention and Intervention and Burnout	
March 22nd	Tier 3 IRIS CENTER Modules	<mark>Classroom Activity 6</mark>
March 29th	Tier 3—Assessment, Problem Analysis, and Intervention	Required Jimerson, Burns, & VanDerHeyden Chapters 20-23 (Progress Monitoring for Students Receiving Intensive Academic Intervention; Introduction to Problem Analysis to Identify Tier 3 Interventions: Brief Experimental Analysis of Academic Problems; Intensive Mathematics Intervention Strategies; Primary Grade Reading Interventions) <mark>Classroom Activity 7</mark>
April 5th	A Closer Look at School-Wide Positive Behavioral Supports Response to Intervention for English Language Learners	Required • Jimerson, Burns, & VanDerHeyden Chapters 30-31 (Essential Features of Tier 2 and 3 School-Wide Positive Behavioral Supports; Response to Intervention for English Language Learners)
April 12th	Functional Behavioral Assessment	Steege & Watson Chapters 4-8 <mark>Classroom Activity 8</mark>
April 19th	<mark style="background:cyan">**Intervention Review Presentations**</mark>	
April 26th	**No Class:** <mark style="background:cyan">**CASE STUDY ASSIGNMENT DUE via D2L**</mark> <mark style="background:magenta">**Complete Course Evaluation**</mark>	

Final grades in this course will be based on the following scale:

A = 90%-100%
B = 80%-89%
C = 70%-79%
D = 60%-69%
F = 59% or Below

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COURSE AND UNIVERSITY PROCEDURES/POLICIES

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx) webpage and [Procedure 13.99.99.R0.01](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf).
http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf

Professional Conduct. Students are expected to conduct themselves as mature and responsible adults while enrolled in this course. Be cognizant that side conversations in class can be distracting to the instructor and your classmates. Please show respect for others when they speak. If you do not agree with their point of view, ask for clarification or offer alternative viewpoints. Behavior meant to demean or belittle a class member will not be tolerated. Also, student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and will not be tolerated in any instructional forum at TAMUC. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor will seek the assistance form the proper authorities (e.g. Chair of Psychology, Counseling, & Special Education and/or Dean's Office).

Please turn off all phones or put them on silent. Laptops are permitted in class but should be used to enhance learning. Students should not use them for checking email or posting messages on Facebook, Twitter, or other social networks (the same with cell phones). If students are found to be using laptops or cell phones for purposes not related to class the instructor will ask the student to reframe from using their laptops/cell phones during class.

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf).
http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](http://www.albion.com/netiquette/corerules.html)
http://www.albion.com/netiquette/corerules.html

Class Participation. All students **MUST** actively participate in class discussions and class activities in order to fully gain knowledge and build competence. In addition, students are expected to have all readings and activities required for the day's class to be completed prior to coming to class.

E-mail and myLEOonline (D2L Brightspace). All Students should activate and regularly check their Leo Mail and myLEOonline (D2L Brightspace) accounts associated

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with this class. All assignments will be turned in on myLEOonline (D2L Brightspace) (when applicable) unless otherwise instructed to do something differently by the instructor of this course. All class communication will be done through eCollge. I **WILL NOT** send communication about the class to personal email accounts.

Late Assignments: Late assignments will **NOT** be accepted unless you have provided adequate documentation allowing your absence to be excused (doctor's note in case of illness or copy of a funeral program in case of a death of a loved one). In the event your absence is excused, the missing assignment or exam must be completed **within 1 week** of your return to class or the student will receive a grade of 0.

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf

Graduate Student Academic Dishonesty 13.99.99.R0.10

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf

For Your Information: Procedure 34.05.99.R1 now prohibits the use of vapor/electronic cigarettes, smokeless tobacco, snuff and chewing tobacco inside and adjacent to any building owned, leased, or operated by A&M – Commerce.

Drop Policy. Students are responsible for officially dropping/withdrawing themselves from the course; failure to do so will result in a grade of "F". Please refer to the academic calendar in order to be aware of drop dates. The instructor reserves the right to do an administrative drop in certain situations.

ADA Statement

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

The syllabus/schedule are subject to change.

Gee Library- Room 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu

Website: Office of Student Disability Resources and Services

http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServ
ices/

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses,
with all federal and state laws prohibiting discrimination and related retaliation on the
basis of race, color, religion, sex, national origin, disability, age, genetic information or
veteran status. Further, an environment free from discrimination on the basis of sexual
orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a
concealed handgun in Texas A&M University-Commerce buildings only by persons who
have been issued and are in possession of a Texas License to Carry a Handgun.
Qualified
law enforcement officers or those who are otherwise authorized to carry a concealed
handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code
(PC)
46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a
concealed handgun in restricted locations. For a list of locations, please refer to the
Carrying Concealed Handguns On Campus document and/or consult your event
organizer.

Web url:
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedur
es/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-
Commerce campuses. Report violations to the University Police Department at 903-
886-5868 or 9-1-1.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may
make it necessary for the instructor to modify the syllabus during the semester. Any
changes made to the syllabus will be announced in advance.

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TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	**Supported** Browser **Version(s)**	**Maintenance** Browser **Version(s)**
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

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Tablet and Mobile Support

Device	Operating System	Browser	**Supported** Browser **Version(s)**
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or **point** release of that major version) and the previous major version of iOS (the latest minor or **point** release of that major version). For example, as of June 7, 2017, D2Lsupports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
    - 512 MB of RAM, 1 GB or more preferred
    - Broadband connection required courses are heavily video intensive
    - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

- You must have a:
    - Sound card, which is usually integrated into your desktop or laptop computer
    - Speakers or headphones.
    - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: JAVA web site http://www.java.com/en/download/manual.jsp

- Current anti-virus software must be installed and kept up to date.

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Running the browser check will ensure your internet browser is supported.
Pop-ups are allowed.
JavaScript is enabled.
Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  o Adobe Reader https://get.adobe.com/reader/
  o Adobe Flash Player *(version 17 or later)* https://get.adobe.com/flashplayer/
  o Adobe Shockwave Player https://get.adobe.com/shockwave/
  o Apple Quick Time http://www.apple.com/quicktime/download/

- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu**.**

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT
Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

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Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the
Live Chat or click on the words "click here" to submit an issue via email.

System Maintenance

D2L runs monthly updates during the last week of the month, usually on Wednesday. The system should remain up during this time unless otherwise specified in an announcement. You may experience minimal impacts to performance and/or look and feel of the environment.

myLeo Support
Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at myLeo. https://leo.tamuc.edu

Learner Support
The One Stop Shop was created to serve you by providing as many resources as possible in one location. http://www.tamuc.edu/admissions/onestopshop/
The Academic Success Center provides academic resources to help you achieve academic success.
http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/

Interaction with Instructor Statement

All Students should activate and regularly check their Leo Mail (e-mail account) and myLEOonline (D2L Brightspace) accounts associated with this class. All assignments will be turned in on myLEOonline (D2L Brightspace) (when applicable) unless otherwise instructed to do something differently by the instructor of this course. All class communication will be done through Leo Mail/myLEOonline (D2L Brightspace). I **WILL NOT** send communication about the class to personal email accounts. When emailing please put the Course Number in the Subject Line of the Email, for example *PSY 615: Question about Assignment.* All emails will be returned in 24-48 hours unless I notify you otherwise

Interaction with Instructor Statement

I prefer that you contact me via email. I will usually respond within 48 hours. If you have a question that can be addressed through email, I will do so. If your question requires us to meet by telephone or person, I will schedule an appointment with you during office

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hours or at a mutually convenient time. You are also welcome to come by my office during office hours or at any other time. If I am available, I will be happy to meet with you.

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