PSY 506 Professional School Psychology
COURSE SYLLABUS: FALL 2024

INSTRUCTOR INFORMATION

Instructor: Dr. Anabel Meyer
Office Location: Henderson 225
Office Hours: Tuesday 3:30pm – 4:30pm (Mesquite),
           Thursday 11:00am – 3:00pm (Zoom),
           or by appt
University Email Address: anabel.meyer@tamuc.edu
Preferred Form of Communication: Email
Communication Response Time: Usually 24-48 hours, with the exception of
           weekends and holidays

COURSE INFORMATION

Class: Tuesdays 4:30pm – 7:10pm
Location: Mesquite Metroplex, Room TBD

Textbook(s) Required

Grapin, S. & Kranzler, J. H. (2023). School Psychology: Professional Issues and
      Practices (Second Edition). New York, NY: Springer. ISBN: 9780826163431

Jacobs, S., Decker, D. M., Lugg, E.T., & Diamond, E. (2022). Ethics and Law for School
      Psychologists (8th Ed.). New York: Wiley.

Additional Readings:
Aspiranti, K., Hilton-Prillhart, A., Bebech, A., & Dula, M. (2019). Response to
      Intervention and the impact on school psychologist roles: Perceptions and
      acceptance of systems change. *Contemporary School Psychology, 23*, 327-337.
Begeny, J. C. (2018). An overview of internationalization and its relevance for school and
      educational psychology. *Psychology in the Schools, 55*(8), 897–907.
Benson, N. F., Floyd, R. G., Kranzler, J. H., Eckert, T. L., Fefer, S. A., & Morgan, G. B.
      (2019). Test use and assessment practices of school psychologists in the United
      States: Findings from the 2017 national survey. *Journal of School Psychology, 72*,
      29–48.
Fallon, L. M., Veiga, M., & Sugai, G. (2021). Strengthening MTSS for behavior (MTSS-

B) to promote racial equity. *School Psychology Review*, 1–16. https://doi.org/10.1080/2372966X.2021.1972333

Farmer, R. L., Goforth, A. N., Kim, S. Y., Naser, S. C., Lockwood, A. B., & Affrunti, N. W. (2021). Status of school psychology in 2020, Part 2: Professional practices in the NASP membership survey. *NASP Research Reports, 5*(3), 1-17.

García-Vázquez, E., Reddy, L., Arora, P., Crepeau-Hobson, F., Fenning, P., Hatt, C., Hughes, T., Jimerson, S., Malone, C., Minke, K., Radliff, K., Raines, T., Song, S., & Strobach, K. V. (2020). School psychology unified antiracism statement and call to action. *School Psychology Review, 49*(3), 209–211**.**

Goforth, A. N., Farmer, R. L., Kim, S. Y., Naser, S. C., Lockwood, A. B., & Affrunti, N. W. (2021). Status of school psychology in 2020: Part 1, Demographics of the NASP membership survey. *NASP Research Reports, 5*(2), 1-17.

Jenkins, K. V., Shriberg, D., Conway, D., Ruecker, D., & Jones, H. (2018). Bringing social justice principles to practice: New practitioners speak. *Contemporary School Psychology, 22*, 63–76.

Kaurudar, E., & Campbell, J. (2021). Supporting an MTSS for mathematics: Practical strategies for school psychologists. *NASP Communiqué*, *50*(5), 1, 10-12. National Association of School Psychologists. (2019). *School–family partnering to enhance learning: Essential elements and responsibilities* [Position Statement]. Bethesda, MD: Author.

National Association of School Psychologists. (2020). *The professional standards of the National Association of School Psychologists.* Bethesda, MD: National Association of School Psychologists.

Parker, J. S., Castillo, J. M., Sabnis, S., Daye, J., & Hanson, P. (2020). Culturally responsive consultation among practicing school psychologists. *Journal of Educational and Psychological Consultation, 30*(2), 119–155.

Parris, L., Sabnis, S., Shriberg, D., Sullivan, A. L., Proctor, S. L., & Savage, T. (2019). Bringing social justice principles into school psychology research. *NASP Communiqué*, *48*(2), 6- 8.

Rossen, E., Gadke, D., & Valley-Gray, S. (2022). Trends in graduate education in school psychology, 2015–2020 [Research report: Data brief]. National Association of School Psychologists.

Sullivan, A. L., Nguyen, T., & Shaver, E. (2022). *Foundations of equity-centered MTSS* (Equity by Design Series). Indianapolis, IN: Midwest and Plains Equity Assistance Center.

Sullivan, A. L., Weeks, M., Kulkarni, T., Nguyen, T., Kendrick-Dunn, T. B., & Barrett, C. (2020). Historical foundations of health disparities: A primer for school psychologists to advance social justice. *NASP Communiqué, 49*(2), 1, 30-32.

Course Description

This course deals with pertinent issues in school psychology, such as social justice issues, ethical and legal issues, emergent technologies, history and foundations of school psychology, professional standards, alternative models for delivery of school psychological services, as well as roles and foundations of the school psychologist.

**NASP 2020** Domains of Practice:

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

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

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

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

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

Domain 6: **Services to Promote Safe and Supportive Schools** School psychologists understand principles and research related to social–emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-

based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

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

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

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

Domain 10: **Legal, Ethical, and Professional Practice** School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards;

engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

Student Learning Outcomes

1. The student will develop a basic understanding of topics, history, and professional issues related to school psychology by being an active and engaged participant **in** **_weekly_** **_discussions_** (online) through analyzing and evaluating information presented within the textbooks, other readings/resources, presentations, and class activities.
2. The student will demonstrate knowledge of the core conditions, roles and foundations of a school psychologist as well as technologies and professional standards through the **_midterm and final exams, School Psychologist (LSSP) Interview & Reflection, and the Critical Issues Presentation_**.
3. The student will differentiate the various models for delivery of school psychological services through lecture, class discussions, and **_midterm and final exams._**
4. The student will understand how to review ethical and legal issues that may arise during the practice of school psychology through **_class activities_** as well as **_Weekly Discussion Questions and midterm and final exams._**
5. The student will utilize and synthesize information learned in the course to develop a personal model of school psychological services in the **_Professional Portfolio._**

COURSE REQUIREMENTS

Class Format
The format of the class will be that of a seminar primarily involving discussions and lectures. Lectures will be used to introduce new topics, to present background information, and to highlight important points in the readings. Putting your thoughts into words and sharing them with others is an important means of refining your ideas and developing your understandings. Therefore, we will be using a variety of discussion formats to encourage honest and authentic participation, risk-taking, the critical examination of ideas, generation of questions, and creative thinking. Students are expected to read critically and be prepared to share their ideas about the contents.

Course Activities & Assignments

Weekly Discussion Questions (20 pts total)
The goal of this assignment is to stop at regular intervals to think about what you are reading and how it is informing your developing understanding of the field. **Your response to the question should be posted to D2L 24 hours prior to the class (that means by 4:30 pm Monday).**

Professional Portfolio _(30 pts total)_

This course provides important opportunities for you to begin the development of your professional identity and portfolio. For the purposes of this class, you must develop a resume, a statement of professional goals/practice, and write a 2-page domain connection paper that focuses on the competencies discussed. Each section required is outlined and detailed below:

1) Resume

Students must complete a resume detailing their professional experiences thus far.

RUBRIC	
Excellent (Scale 9-10)	Includes all necessary experiential categories. Each experience is concisely described. Overall document is well organized and visually appealing. No grammatical or spelling errors.
Good/Acceptable (Scale 7-8)	Includes all necessary experiential categories; Each experience is described; however, could be more detailed or more concise. Visual presentation is organized, yet not vivid or distinctive. Very few grammatical or spelling errors.
Poor (Scale 5-6)	Experiential categories are missing. Too much or too little detail to describe experiences. Visual presentation is lacking. Several grammatical or spelling errors.

2) Statement of Professional Practice

Developing a description of your role as a school psychologist is an important part of your professional development. In one page (single-spaced), your statement should present your views on the role of the School Psychologist, Ethical Commitments, and any other dimension of practice that is important for you (e.g., Commitment to Collaborative Functioning, View of Assessment, Multicultural Commitments, Connection between Research and Practice, etc.).

RUBRIC	
Excellent (Scale 9-10)	Includes at least 5 meaningful dimensions of practice; Excellent (detailed, yet concise) description of each dimension; No grammatical or spelling errors
Good/Acceptable (Scale 7-8)	Includes at least 5 meaningful dimensions of practice; Good description of each dimension; More detail or more precision would improve descriptions; Very few grammatical or spelling errors
Poor (Scale 5-6)	Includes 4 or less meaningful dimensions of practice; Minimal description of each dimension; Several grammatical or spelling errors

3) Domain Connection Paper

For the purposes of this class, you must write one domain connection paper to link your current and future experiences to the NASP Domains of Professional Practice of your choice. Formatting instructions will be provided

in class.

RUBRIC	
Excellent (Scale 9-10)	Detailed analysis of and reflection on content covered in the NASP Domains; Paper provides high quality example of your competency or desired competency in the particular domain; well written and organized; no or very few grammatical or spelling errors
Good/Acceptable (Scale 7-8)	Some analysis of and reflection on content covered in the NASP Domains; Connection paper provides some description of competency or desired competency; however, additional explanation would enhance understanding; clearly written and organized with few grammatical or spelling errors
Poor (Scale 5- 6)	Minimal or no analysis of and reflection on content covered in the NASP domains; Weak description of your competency or desired competency in a particular domain; readable, but grammatical, spelling, or organizational problems detract from quality of the paper

School Psychologist (LSSP) Interview & Reflection (20 pts)

The goal of this assignment is to obtain firsthand knowledge about the nature of a school psychologist's roles, functions, and professional practice. For this assignment you will interview a school psychologist and learn about their job responsibilities, challenges they face, the skills they employ and need, the clients they serve, and the nature of the settings in which they work. You are responsible for planning the interview and writing the questions.

You will then write a paper (**approximately 3-4 pages**) discussing the following: (a) your understanding and expectations of school psychologists' roles prior to this experience, (b) the observations and/or information obtained from the interview, (c) your impressions and reactions, (d) the fit with your vision for yourself as a school psychologist, and (e) in what ways, if any, your understanding of the profession changed. You will share your observations with the class.

RUBRIC	
Excellent	Detailed analysis of and reflection on content covered in interview; Includes all 5 areas of reflection; Shows strong critical thinking; well written and organized; no or very few grammatical or spelling errors.

Good/Acceptable	Some analysis of and reflection on content learned during interview; Includes 4 areas of reflection; Shows some elements of critical thinking; clearly written and organized with few grammatical or spelling errors
Poor	Exclusive focus on description of content covered in interview; Includes 3 or less areas of reflection; Shows little to no critical thinking, analysis or reflection; readable, but grammatical, spelling, or organizational problems detract from quality of the paper

Critical Issue in School Psychological Practice Presentation (100 pts)

In groups of 2, students will be required to select a topic within a domain of practice, review relevant literature about the topic and present to the class how it relates to the practice of school psychology. The purpose of the presentation is to share the findings of a literature review with your peers. Using professional oral language skills as well as strategies to promote academic engagement, presentations should communicate the topic/purpose of the literature review, a summary of the findings, a synthesis of the literature and a conclusion focused on how the topic relates to the practice of school psychology. Each presentation will be evaluated according to the Critical Issues Presentation Rubric.

Students will present their topic and lead a discussion relating to their chosen topic. Students will be expected to provide their classmates with an annotated bibliography for two representative readings (i.e. articles) for your chosen topic. Presentations should be 25-30 minutes in length (20-25 minutes of lecture, 5-10 minutes of discussion). **You will be asked to submit the presentation topic form by the 3rd week of class (one per group).** Rubrics can be found in D2L.

Exam I (take-home) *(30 pts)*
This exam will address content covered during the first part of the semester and may consist of a series of multiple choice, short answer, and essay questions. It is an open book exam and open note; you may consult course materials and readings but not each other.

Exam II (take-home) *(30 pts)*
The final exam may consist of a series of multiple choice, short answer, and essay questions. It is an open book exam and open note; you may consult course materials and readings but not each other.

Attendance/Participation *(60 pts- 5 points per class session)*
Thoughtful, critical analysis of course content and field experiences is essential to your development as a school psychologist. I want you to think deeply and critically about course content and share your ideas in class.

*Absences may be excused by the instructor in special circumstances. Excused

absences should be minimized. An excessive number of excused or unexcused absences could result in an incomplete grade for this class. Please be proactive in discussing "special circumstances" for excused absences with me. Do NOT assume that absences will be automatically excused. (See more information regarding attendance below).

Guidelines for Written Work

Papers should be typed and double-spaced, using APA style when citing sources within text as well as in preparing the reference list. Plagiarism of any type will not be accepted and will be handled according to university policy. Refer to the publication manual for specific guidelines:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.) Washington, D.C.: Author.

Grading

Final grades will be calculated based on the total number of points obtained for the assignments.

Assignment	*Points Possible*
Discussion Questions (4 pts x 5)	20
Professional Portfolio	30
School Psychologist (LSSP) Interview & Reflection Paper	20
Critical Issue in School Psychology Presentation	100
Exam I (take-home)	30
Exam II (take-home)	30
Attendance/Participation	60
Total Points Possible	290

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

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:
https://community.brightspace.com/s/article/Brightspace-Platform-Requirements

LMS Browser Support:
https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool
https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

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.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

https://community.brightspace.com/support/s/contactsupport

COMMUNICATION AND SUPPORT

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

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

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).

Finally, 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.

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 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 D2L. 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. All students are expected to conform to the Texas A&M University-Commerce's Code of Student Conducted Procedures as it relates to academic integrity (links below). This states in part that all instances of cheating, fabrication and plagiarism are prohibited and will be reported. Any student who assists in any form of dishonesty is equally as guilty as the student who accepts such assistance. Any work submitted to me with your name alone on it should represent your work alone. Even in the event you are assigned group projects, each student is still expected to complete their own part of the assignment. To the extent that others contribute ideas, suggestions, they must be directly credited by name (and fully cited as appropriate).

Disciplinary action will be taken against any student found in violation of the Code, which may include failure of the given assignment, failure in the course, and possible expulsion from the University. In the event a student fails to abide by the rules set forth in the TAMUC policy, they will receive a grade of 0 on that assignment with no opportunity to make that grade up and the student will be reported to the appropriate university officials.

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.

University Specific Procedures

Student Conduct

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 can be found at https://www.tamuc.edu/student-code-of-conduct/.

 If you believe someone has engaged in behaviors that do not align with the Code of Student Conduct or you have other concerns, please visit the File a Report page at https://www.tamuc.edu/office-of-student-rights-and-responsibilities/concerns-incident-reporting/

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:
https://www.britannica.com/topic/netiquette

The syllabus/schedule are subject to change.

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 student academic dishonesty policy
[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

Undergraduate student academic dishonesty policy
[Undergraduate Student Academic Dishonesty Form](#)

Graduate student academic dishonesty policy:
https://inside.tamuc.edu/aboutus/policiesproceduresstandardsstatements/rulesProcedures/13students/graduate/13.99.99.R0.10.pdf

Graduate student academic dishonesty form:
https://inside.tamuc.edu/academics/graduateSchool/faculty/GraduateStudentAcademicDishonestyForm.pdf

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage.

Artificial Intelligence

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, Chatbots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors 'guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

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Students with Disabilities-- ADA Statement

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 Services
Velma K. Waters Library- Room 162
Phone (903) 886-5930
Fax (903) 468-8148
Email: StudentDisabilityServices@tamuc.edu
Website: http://inside.tamuc.edu/campuslife/campusServices/StudentDisabilitySe rvices/default.aspx

Mental Health and Well-Being
The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit **www.tamuc.edu/counsel**

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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/rulesProcedures/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.

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COURSE OUTLINE / CALENDAR (subject to change)

Week Date	Topic (Domains) Readings	Assignment(s) Due
Week 1 August 27	**School Psychology and Social Justice** READINGS: • Grapin & Kranzler (2023), Chapter 1 • Farmer et al. (2021) • Goforth et al. (2021) **Review:** NASP What is a school psychologist? https://www.nasponline.org/about-school-psychology/who-are- school-psychologists APA Public description of school psychology. http://www.apa.org/ed/graduate/specialize/school.aspx NASP Model for Comprehensive and Integrated School Psychological Services (2020) https://www.nasponline.org/standards-and-certification/nasp- practice-model/about-the-nasp-practice-model Video: https://www.nasponline.org/standards-and-certification/nasp- practice-model/nasp-practice-model-overview	
Week 2 September 3	**Historical Foundations** READINGS: • Grapin and Kranzler (2023), Chapter 2 • Winston (2020) **Foundations in Multiculturalism & Antiracism (Domain 8)** READINGS: • Grapin & Kranzler (2023), Chapters 3 and 4 • García-Vázquez et al. (2020)	**Discussion Question #1**
Week 3 September 10	**Legal and Ethical Foundations (Domain 10)** READINGS: • Grapin & Kranzler (2023), Chapter 5 • NASP (2020), pp. 39-57 • Jacob, Decker, & Lugg, Chapter 1 (Ethics in School Psychology: An Introduction) • Jacob, Decker, & Lugg, Chapter 2 (Law and School Psychology: An Introduction) • Jacob, Decker, & Lugg, Chapter 3 (Privacy, Informed	**Discussion Question #2**

The *syllabus/schedule are subject to change.*

	Consent, Confidentiality, and Record Keeping)	
Week 4 September 17	**Training, Credentialing, and Employment (Domain 10)** READINGS: - Grapin & Kranzler (2023), Chapter 6 - Rossen et al. (2022) - Texas State Board of Examiners of Psychologists Rule Book. Go to https://www.tsbep.texas.gov/act-and-rules-of-the-board for the most recent version. - Jacob, Decker, & Lugg - Chapter 4 (Ethical-Legal Issues in the Education of Students, With Disabilities Under IDEA) and Chapter 5 (Section 504 and the Americans with Disabilities Act)	**Submit Critical Issues Topic to Instructor**
Week 5 September 24	**Assessment in School Psychology (Domains 1, 2, 10)** READINGS: - Grapin & Kranzler (2023), Chapter 7 - Benson et al. (2019) - Jacob, Decker, & Lugg - Chapter 6 (Ethical and Legal Issues in Psychoeducational Assessment)	
Week 6 October 1	**Foundations of Intervention (Domains 1, 2, 10)** READINGS: - Grapin & Kranzler (2023), Chapter 8 - Sullivan et al. (2022) **Academic Assessment and Intervention (Domains 3, 4, 5, 7)** READINGS: - Grapin & Kranzler (2023), Chapter 9 - Kaurudar & Campbell (2021)	**Discussion Question #3**
Week 7 October 8	**Social, Emotional, Behavioral, and Crisis Assessment and Intervention (Domain 1, 2, 6)** READINGS: - Grapin & Kranzler (2023), Chapters 10 and 13 - Fallon et al. (2021) - Jacob, Decker, & Lugg - Chapter 7 (Ethical and Legal Issues in School-Based Interventions)	**Discussion Question #4**
Week 8 October 15	**Consultation (Domains 1, 2, 9)** READINGS: - Grapin & Kranzler (2023), Chapter 12 - Parker et al. (2020) **Family, School, and Community Collaboration**	**School Psychologist Interview & Reflection Due**

The *syllabus/schedule are subject to change.*

	READINGS: • Grapin & Kranzler (2023), Chapter 14 • NASP (2019)	
Week 9 October 22	**EXAM I** **Exam opens Monday 10/21 and is due Monday 10/28 at 11:55pm**	
Week 10 October 29	**Systems-Level Reform and Program Evaluation (Domain 1, 2, 9)** READINGS: • Grapin & Kranzler (2023), Chapter 15 • Aspiranti et al. (2019) • Jacob, Decker, & Lugg - Chapter 8 (Indirect Services: Ethical-Legal Issues in Working with Teachers and Parents) & 9 (Indirect Services II: Special Topics in Systems-Level Consultation)	
Week 11 November 5	**TASP Convention – No Class**	
Week 12 November 12	**Research in School Psychology (Domain 10)** READINGS: • Grapin and Kranzler (2023), Chapter 16 • Parris et al. (2019) • Jacob, Decker, & Lugg - Chapter 10 (Research in the Schools: Ethical and Legal Issues) **Futures and Careers in School Psychology** READINGS: • Grapin & Kranzler (2023), Chapters 18 and 19 • Jenkins et al. (2018)	
Week 13 November 19	**Critical Issues Presentations DUE**	

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Week 14 November 26	**Thanksgiving Week – No Class**	
Week 15 December 3	**Critical Issues Presentations Due**	
Week 16 December 10	**Final Exam (Online)** **Submitted by 7pm, Tuesday 12/10**	
	Syllabus/Schedule are subject to change.	

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