EDPS 685 – Introduction to School Psychology Department of Educational Psychology Ball State University

Instructor: Janay B. Sander, Ph.D.
Class Location, Office, and Instructor Contact Information posted in Canvas
Office Hours: Mondays 1:00-3:00pm and by appointment in person or in Zoom
Course Day and Time: Thursday afternoons 2:00-4:40pm

Required Texts:

Jacob, S., Decker, D. M., Lugg, E. T., & Diamond, E. (2022). Ethics and Law for School Psychologists: Eighth Ed. Wiley. ISBN 9781119816355.

Yell, M. L., Bateman, D. F., & Shriner, J. G. (2022). Developing Educationally Meaningful and Legally Sound IEPs. Rowman & Littlefield. ISBN 978-1-5381-3801-4

Course Description: General orientation to practice of school psychology in educational and other settings. Time spent with routines and expectations of schools and other professional settings through experiences such as observations, meeting attendance, policy review, and teaming with advanced graduate students and school staff. Prerequisite: Permission from department. Open only to school psychology (EdS & PhD). 3 Credit Hours.

Purpose: The course covers the historical foundations, guidelines and standards, **legal and ethical issues**, roles and functions, and contemporary professional issues in the field of school psychology. Course content will emphasize the evolution of school psychology across the 20th century to its present status. Future considerations will also be presented. Emphasis is also given to the school psychologist's relationship with other school personnel, parents, children, and referral resources. Local, state, regional, and national perspectives will be provided. **The course provides a foundation for additional courses that are concerned with more specialized information on topics related to professional school psychology**. An introduction to research and evidence-based practice in school psychology is covered. **The course introduces the operation of school psychological services in public schools through placement in an elementary school for 2-3 hours per week.**

IF YOU NEED COURSE ADAPTATIONS OR ACCOMMODATIONS BECAUSE OF A DIS/ABILITY, PLEASE CONTACT ME AS SOON AS POSSIBLE. Ball State's Disability Services office coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodations can be provided. Disability Services can be contacted at 765-285-5293 or dsd@bsu.edu.

- Ball State University is committed to ensuring that all members of the community are welcome, through valuing the various experiences and worldviews represented at Ball State and among those we serve. We promote a culture of respect and civil discourse as expressed in our *Beneficence Pledge* *and through university resources found here.*

Course Student Learning Objectives:

1) To relate historical foundations of school psychology to the present and future practice of professional school psychology.
2) To identify school psychology roles and functions in assessment, consultation, and intervention in a variety of settings.
3) To become familiar with the organizational structure and operation of schools.
4) **To become familiar with ethical principles related to school psychology practice** and to **begin to explore comprehensive ethical decision models**.
5) **To learn and understand special education and other laws affecting the practice of school psychology.**
6) **To identify school psychology professional issues, accepted standards,** and to begin to develop competencies in a problem-solving model approach to school psychology**.**
7) To differentiate the roles and functions of school psychology across different levels of academic training.
8) To gain an understanding of how individual differences influence the practice of school psychology.
9) To become familiar with the roles and functions of other school personnel (e.g., interdisciplinary teaming).
10) To understand the role and function of research as it is related to the practice of school psychology.

Note: I reserve the right to make changes to the syllabus due to the learning needs of the students, instructors, guest lecturers, changes in practice or in the department, or needs of the pre-practicum sites. I welcome your feedback and ideas about the assignments, discussion, and/or other elements of the course. **If you have ideas that would improve how our class functions, please let me know right away**.

Course Expectations

Class Discussion: This course is designed to facilitate the exchange of ideas between participants. Students are expected to actively engage in all discussions, attend all class special events, complete assigned readings weekly, participate at their school site, and more generally, participate in class learning activities. During discussions, everyone is expected to be respectful of others. If you disagree, please share your ideas politely. Diversity of thought enriches learning and will be respected. We do not have to think the same, but we do need to rely on guidelines, research, and/or theories to substantiate our points.

Communication with Instructor: Students are expected to arrive on time for meetings and to inform the instructor and/or school site in advance of absences and lateness whenever possible. Students should contact the instructor about difficulties completing assignments prior to class assignment due dates. Students are encouraged to handle questions or concerns about the course responsibly and professionally. **In particular, students are reminded that they should first discuss any course-related concerns with the instructor**.

Technology: Students are expected to utilize or develop technology skills to complete course requirements. Regular usage of the Canvas site is expected and necessary.

National Association of School Psychologists

Candidates for licensure in School Psychology are required to demonstrate proficiency on the NASP Domains of School Psychology Training. This class will cover some aspects of the

following NASP Domains and be assessed based on class participation and reading assignments:

NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS EXPECTED PRACTICE DOMAINS AND PROFESSIONAL COMPETENCIES
1. Data-Based Decision-Making and Accountability
2. Consultation and Collaboration
3. Interventions and Instructional Support to Develop Academics
4. Interventions and Mental Health Support to Develop Social and Life Skills
5. School wide practices to Support Learning
6. Preventative and Responsive Services
7. Family School Collaborative Services
8. Diversity in Development and Learning
9. Research and Program Evaluation
10. Legal, Ethical, and Professional Practice

COURSE REQUIREMENTS:

Below is a brief description of assignments. A more detailed description (see Assignments in Canvas) and detailed scoring rubrics are provided for the Legal Presentation and Licensure Paper in Canvas. All assignment descriptions and scoring are posted to Canvas.

Class Participation

Participation is essential to the exchange of information, knowledge, and ideas in this course. Sharing ideas and opinions is not always easy or comfortable for everyone, but it helps us learn and absorb content and allows us to think about topics from perspectives different from our own.

Legal Case Presentation

A 30-minute presentation outlining the role and influence of a particular court case or piece of legislation on the development and the practice of school psychology.

Licensure Paper

A 5–7-page paper comparing licensure or certification standards between Indiana and another state as well as the limitations and scope of practice for a specialist and a Ph.D. psychologist. Points will be awarded based upon the following standards:
Summary of entry-level requirements for both states = 60%.
Scope/Limitations of Practice = 30%
Clarity of writing and application of APA style = 10%.

Reflections on Pre-Practicum experiences (3 assignments)

Reading Summaries each week (all are required; credit/no credit for all; full credit on all assignments is required to pass this class)

Pre-practicum Hours Log. A minimum of 30 school hours for the semester

Students are required to document time and activities in the school setting for pre-practicum

hours. To achieve 30 semester hours, students will need to complete 2-3 hours per week for the full 15 weeks of the semester. Students are required to obtain experiences that include facilitation of home school collaboration and evidence based academic, behavioral, and/or mental health services. Examples may be earned by activities such as:

Bolded items are required in the fall term and should be part of your hours
Three of these experiences must be submitted as reflection assignments.

1) job shadowing a school psychologist
2) observing 4 classrooms (2 general and 1 special education plus one additional in either category)
3) assisting a teacher in a lesson or with organizing classroom materials
4) assisting a student with a task in class under a teacher's supervision,
5) attending a general education committee meeting (i.e., MTSS, RTI, or other general education staffing)
6) **attending a case conference meeting, pre-referral meeting, or staffing before or after a case conference meeting (guardian/parent consent may be required – school staff would obtain this)**
7) **observing a testing session or interview (can be DIBELS Next, etc.)** (guardian/parent consent may be required – school staff would obtain this)
8) discussing a case with a practicum clinician or school psychologist to determine the steps they take in finding ways to support the student.
9) Assist 2nd year BSU students with interventions, consultations, or other activity
10) Attend a school board meeting
11) Attend Title I or other family nights at a school
12) Attend teacher professional development at your school

Other activities that count toward your time, but are outside school settings
13) Observe a PDIC intake for assessment
14) Observe a PDIC feedback meeting for assessment

Students will not begin assignments with children in the schools until they have obtained evidence of completion of their limited criminal history check. This should be done by placing a copy of the certificate by uploading to Canvas in this course when indicated.

Pre-Practicum Ethics and Law Exam
You are required to successfully pass the pre-practicum ethics and law exam. The examination requires knowledge of special education law, appropriate ethics standards and codes, and Article 7 of the Indiana Administrative Code. Failure to successfully pass the exam at an 80% level will result in a non-passing grade for the course. Each examination will be drawn from a larger pool of questions. Students are not allowed to take the exam more than four times in the course of the semester without permission from the instructor.

Tentative Course Outline: Is published in Canvas and may be modified periodically to fit student and course needs. Please refer to Canvas frequently for updates.

Summary of Assignments

Assignment	Due Date	Percentage of course grade
Pre-practicum Hours Log	Dec 4	10% (credit/no credit)
Class Participation	Weekly	20%
Legal Case Presentation	Varies	10%
Licensure Paper	Nov 15	10%

Reading summaries	20% (credit/no credit; all required)
Reflections on 3 pre-prac activities	15% (credit/no credit; all required)
Ethics & Law Exam	15% (80% credit required for passing grade)
Total	**100%**

Grading

Students will receive a grade based on the relative percentage of total points earned on each assignment. Students must obtain the 30 hours of pre-practicum experience and submit the hours logs in the correct format in order to earn a grade for the hours logs. If hours are not met the grade for logs will be assigned as a 0%.

Students must also pass the ethics/jurisprudence exam at 80% for successful completion. If students earn less than 80% correct points on the ethics/jurisprudence exam then a 0% will be recorded or that assignment grade. Students will receive a grade based on percentage of total points earned. The following grading scale will be used:

The grading scale will be based on PERCENTAGES as follows:

A 93.0-100.0
A- 90.0-92.9
B+ 88.0-89.9
B 83.0-87.9*
B- 80.0-82.9 (>284)
Fail Below 80.0

*For the school psychology programs, a grade of B is required to meet expectations; any grade below a B may result in consideration for remediation.

Incompletes:

The grade of "I" (incomplete) will not be given in this course unless very unusual circumstances should arise. Poor planning will NOT result in an "I" grade.

Attendance/Class Tardiness:

Instructor attendance policy

This is a doctoral level course in a professional training program. Professional behavior, attendance, and engagement during class is expected 100% of the time. Any gaps in participation (more than 2 in-class meeting days) will be reviewed on a case by case basis because the student may not be able to meet the class objectives with inconsistent class participation. All students are responsible for the work even if they are unable to participate at the time the material is covered, and students are responsible for requesting an extension from the instructor for any assignments if needed due to an absence or other reason related to missing class activities.

Students may request an excused absence for the following reasons listed on the university attendance policies: https://www.bsu.edu/about/administrativeoffices/vice-provost/student-services/attendance-policies

In addition, students may be excused if they are giving a professional presentation at a conference (2 weeks notice is required for permission, along with the conference notification or program listing the presentation).

Commitment to Diversity, Equity and Inclusiveness

Diversity and Inclusiveness Importance:

It is essential for health service psychologists to be engaged in ongoing self-reflection, training, and advocacy to

support multiculturalism, diversity, equity and inclusiveness, and attend to intersectionality. This course is intended to prepare students to become licensed school psychologists, and as such, this course provides training opportunities and ongoing discussion to support essential professional knowledge, behaviors, and skills. This course provides training informed by the *National Association of School Psychologists 2020 Professional Standards*, the *Multicultural Guidelines* (2017) and the *Equity, Diversity, and Inclusion Inclusive Language Guidelines* (2021) from the American Psychological Association[1].

This course infuses diversity and inclusiveness throughout the course, including attention to diversity, equity, a social justice lens, self-reflection, and practical applications throughout the training experiences tied to this course. Practice of inclusivity and affirmation of differences across individual, cultural, racial, gender-related, language, body/physical, disability-related, and intersectionality is the professional expectation in this class. Learning about differences and ways of practicing inclusivity in new areas is encouraged. Differences in ideas and experiences is expected, along with respectful dialogue.

Instructor commitment to equity, diversity, and inclusiveness

This instructor is committed to equity and values diversity and inclusivity. This instructor aspires to engage in activities that promote inclusivity, normalize multiple experiences and perspectives, highlight anti-oppression for all groups, including anti-racism, and a personal endorsement of the professional call to action (see https://apadivision16.org/2020/06/school-psychology-unified-anti-racism-statement-and-call-to-action/). This instructor welcomes feedback around any microaggressions experienced by members of this class community, both from the instructor and between students. Intent does not equal impact, and we need to have these conversations to learn. This instructor is open to feedback in general, and this instructor is committed to cultivating a classroom environment where students can share safely and even if that means giving critical feedback in a respectful manner to the instructor and other students in this class.

Ball State Diversity and Inclusiveness

Ball State University aspires to be a university that attracts and retains a diverse faculty, staff, and student body. We are committed to ensuring that all members of the community are welcome, through valuing the various experiences and worldviews represented at Ball State and among those we serve. We promote a culture of respect and civil discourse as expressed in the Beneficence Pledge (see https://www.bsu.edu/about/beneficence) and through university resources found at https://www.bsu.edu/campuslife/multicultural-center

University Resources and Policies Applicable to All Students

The university has lots of resources available for you regarding your rights and responsibilities. If you have any concerns throughout the semester, I ask that you come to me first. I have yet to have a situation we could not resolve rather easily and reasonably for both student and course needs. However, it is important that you review these links so you know what the standard university policies are.

Academic Ethics policy: https://www.bsu.edu/about/administrativeoffices/vice-provost/student-services/academic-integrity

Grade Appeal policy: https://www.bsu.edu/about/administrativeoffices/vice-provost/student-services/grade-appeals

Student Funeral and Bereavement Leave policy and other attendance policies: https://www.bsu.edu/about/administrativeoffices/vice-provost/student-services/attendance-policies

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[1] American Psychological Association (2017). *Multicultural Guidelines: An Ecological Approach to Context, Identity, and Intersectionality*. Retrieved from: http://www.apa.org/about/policy/multicultural-guidelines.pdf and American Psychological Association (2021). *Equity, Diversity, and Inclusion Inclusive Language Guidelines*. Retrieved from https://www.apa.org/about/apa/equity-diversity-inclusion/language-guidelines.pdf

Academic Integrity/Plagiarism Policy
The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance, or blatant fraud. Therefore, I will enforce rigorous standards of academic integrity in all aspects and assignments of this course. Please note that any use of artificial intelligence (AI) for assignments in this course must be pre-approved and clearly related to the professional learning goals of the assignment. Any non-approved use of AI for assignments will result in a failing grade on that assignment, which may also impact the course grade. Please review the University's Academic Integrity Policy.

Basic Needs Security
Any student who has difficulty affording groceries or accessing sufficient food to eat or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact Cardinal Kitchen https://www.bsu.edu/campuslife/student-life/programs-services/service-opportunities/cardinal-kitchen

Cardinal Closet
The Student Action Team coordinates the Cardinal Closet. The Cardinal Closet is a place where Ball State community members can donate professional attire. Ball State students may "shop" in the Cardinal Closet for professional attire for interviews, job fairs, etc. - free of charge! https://www.bsu.edu/campuslife/housing/get-involved/student-organizations/national-residence-hall-honorary/cardinal-closet

International Students only: emergency aid application
see https://www.bsu.edu/academics/centersandinstitutes/rinker/international-student-success

Emergency Fund One-Time Aid Resource (all students)
https://www.bsu.edu/about/administrativeoffices/dean-of-students/emergency-aid

NASP Guidelines and Pre-Practicum Evaluation:

The 2020 NASP Model for Comprehensive and Integrated School Psychological Services depicted above delineates the areas we will work on in pre-practicum and didactics across assignments and within group discussion. The link for the full model can be found here https://www.nasponline.org/standards-and-certification/nasp-practice-model/nasp-practice-model-implementation-guide . You will want to attend especially to pages 1-14, though the full document is informative.

NASP ETHICAL CONSIDERATIONS OF SCHOOL PSYCHOLOGY TRAINING AND PRACTICE (Boccio & Jacob, 2020)

Pre-Practicum/Introduction: Special emphasis in discussion will be given to the following areas identified by Boccio & Jacob (2020; see https://www.nasponline.org/standards-and-certification/professional-ethics)
Introductory Ethics Course; Introduction to School Psychology

- Advocacy responsibilities and protecting the rights of students and parents under the law: Standards I.3.3, III.2.3, IV.1.2, and IV.2.1
- Consideration of the potential positive and negative consequences of applying a disability label: Standard II.3.1
- Developing awareness of one's personal beliefs and ways in which these convictions may conflict with the dictates of professional ethics Standards: III.4.2 and IV.3.1

Participation

You are expected to be an active participant in the course. This course is designed to include discussion and other forms of collaboration and communication. You should be willing and ready to regularly communicate with the instructor and your classmates. You will participate in weekly activities in the course. You are expected to complete all assignments, logs, discussions and any other activities by the due date in Canvas and listed in this syllabus.

Feedback Policy

· I will try to return email from your official BSU address, within 48 hours during business days and within 72 hours on the weekend.

· I will read every assignment you submit and make comments.

· I will make every effort to grade your logs, assignments, and discussions no later than within 7 business days of submission or due date whichever is later.

· Please feel free to verbally alert me or email me to set up a meeting any time if you have any questions or concerns about your performance in class.

Late Policy

· All assignments are due on the due dates listed in Canvas for the assignment indicated unless otherwise noted.

· Assignments posted by students after the indicated due dates will be subject to a loss of 10% of the available points for each day late. This will be a firm policy this year. Requests for extensions will require a note from the Dean of Students, approved accommodations through BSU Disability Services, or other certification at the discretion of the instructor. Extensions for planned life events other than religious observances or military deployment should not be requested.

· Technical issues are not valid excuses for late work unless the problem stems from the Canvas servers (e.g., campus-wide outage, etc.).

· Canvas will not accept assignments for grading after 11:59 pm on the final day of class. Therefore, the student must post all assignments to Canvas prior to that date and time.

Assignment Submission

· All assignments should be submitted as Word documents with extensions of .doc or .docx unless otherwise indicated in the assignment description.

· Assignments, unless otherwise indicated should be submitted using the assignment link in Canvas. Please do not email assignments to the instructor unless requested to do so.

Grading

It is my policy that appropriate evaluation of your academic performance is an integral part of your learning experience. I will be the key decision-maker on the assignment of grades. For information on grade appeal, consult the Ball State website.

Academic Integrity/Plagiarism

The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance, or blatant fraud. Therefore, I will enforce rigorous standards of academic integrity in all aspects and assignments of this course. Please review the University's Academic Integrity Policy.
For all assignments, you must work independently by yourself. Sharing of files is not permitted for any reason.

Artificial Intelligence Responsible Use Policy
AI is a tool we have available, but over-reliance on AI is unhelpful to your skill development and learning for many aspects of this specialized profession. Use of non-approved AI for assignment submissions will be considered an academic integrity matter. If AI is permitted for an assignment, it will be noted and the student must disclose the use of AI. *Grammarly* is an acceptable form of AI for written assignments and for students using grammar tools as part of an approved disability accommodation.

Academic Integrity Violations

Examples of academic integrity violations include but are not limited to:

· Working with another person on any assignment other than authorized group projects.

· Sharing or allowing others to access your files, whether done with permission or not.

· Use or possession of a file created by someone else.

· Reusing work from another semester, course, or section.

· Fraudulent submission of work.

· Making fraudulent or dishonest statements regarding your work.

· Soliciting others to complete work for you.

· Posting course files and resources on study or content sharing websites.

· Use of AI that is not approved and is not disclosed.

· Plagiarism in general

Plagiarism Detection: Plagiarism Detection: The campus subscribes to SimCheck, a plagiarism prevention service, through Canvas. It will likely not be needed for this course, but the instructor reserves the right to use this technology or similar.

Canvas Accessibility

Canvas provides a user experience that is easy, simple, and intuitive. Special attention has been paid to making Canvas screen-readable. The Rich Content Editor encourages users to create accessible content pages (i.e., text formatting is accomplished using styles). Canvas is designed to allow limited customization of colors and schemes to be accessible for all users. The National Federation of the Blind granted Canvas the Gold Level Web Certification in 2010.

Find more information by visiting the Canvas Voluntary Product Accessibility Template (VPAT).

FERPA and Privacy

As a student, your educational records are considered confidential. Under FERPA (Family Educational Rights and Privacy Act), your records are confidential and protected. Under most circumstances, your records will not be released without your written and signed consent. However, some directory information may be released to third parties without your prior consent unless a written request to restrict this is on file. You can learn more about student rights to privacy by reading Ball State's FERPA and Privacy and Protection.

SUBJECT TO CHANGE STATEMENT

This syllabus and schedule are subject to change in the event of extenuating circumstances at the instructor's discretion.

In the community when representing Ball State and at your school placement, you are expected to follow any additional rules of the community and your school placement.

Course Content Ownership

As the course instructor, I retain the rights to all course content, including this syllabus. Students may not reproduce, distribute, or publicly post course materials without permission. Students also may not record classes or take screenshots without explicit permission to do so. Selling or distributing course materials may violate the Ball State Code of Contact and/or The Information Technology Users' Privileges and Responsibilities Policy. https://ballstate.policytech.com/dotNet/documents/?docid=244&public=true as well as program and educational psychology department policies. Any violations will be referred to the Director of Student Rights and Community Standards and potentially the School Psychology Core.