

Stephen F. Austin State University

JAMES I. PERKINS COLLEGE OF EDUCATION
Department of Human Services and Educational Leadership



Master's in School Psychology

Program Approved by the
National Association of School Psychologists
Texas Higher Education Coordinating
Board

Student Handbook

Revised: August 2022

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General Information about the Program

Stephen F. Austin State University (SFA) is a regional university located in Nacogdoches, TX, a thriving historic community nestled in the beautiful piney woods of East Texas, only 132 miles from Houston and 165 miles from Dallas. With a student population of approximately 13,000, SFA has a strong reputation for excellence. Located within the Stephen F. Austin State University (SFASU) Perkins College of Education Department of Human Services and Educational Leadership, the School Psychology Program is on the cutting edge of research and technology.

Facilities. The Human Services and Telecommunication Building's (HSTC) network infrastructure accommodates gigabit Ethernet to the desktop for high-speed networking. It contains Interactive Television classrooms with H.323 protocol and H.320 backward compatibility. There is a digital video editing facility with the ability to stream media feeds for interactive Internet-distributed multimedia content. All classrooms have Ethernet connectivity for student use as well as multimedia presentation capability, Internet access, document cameras and sophisticated built-in computer systems. In addition, the building and campus offers wireless connection capability for students.

Many resources also are available in the Perkins College of Education, including a TV studio, Macintosh computer lab, and an audiovisual materials lab. State-of-the-art technology is available to students and faculty through the Center for Professional Development and Technology.

In addition to the above facilities and resources, the Human Services Building also contains a School Psychology Assessment Center, Human Neuroscience Laboratory, the Counseling Clinic, Stanley Speech and Hearing Clinic, and the Cole Audiology Laboratory. The *Journal of Human Services: Training, Research and Practice* with a national and international representation on the Editorial Board serves as a local opportunity for faculty and students' scholarship. The departmental website is <https://www.sfasu.edu/humanservices>, which provides an overview of all opportunities available. These settings have state-of-the-art equipment for training students in applied practice and research. Both the Counseling Clinic and Speech and Hearing Clinic have recording capabilities in all the clinic rooms, conference rooms, and student work areas. The SFA School Psychology Program includes resources for clinical and research experiences.

The School Psychology Program provides graduate study in the field of school psychology and operates consistently within the Perkin College of Education vision and mission:

The mission of the Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice and continued professional and intellectual development in an interconnected global society.

Consistent with the Perkins College of Education, the School Psychology Program faculty members strive to provide a program consistent with our beliefs. We believe in academic excellence, critical reflective thinking, lifelong learning, collaboration and shared decision

making, openness to new ideas and cultural diversity, integrity, responsibility, ethical behavior, and service that enriches the community and the professional field.

Overview of the School Psychology Program

The Master's in School Psychology Program was authorized by the Texas Higher Education Coordinating Board (THECB) in 2000 and approved by the National Association of School Psychologists (NASP) in 2006, 2013 (full approval), 2018 (approval with conditions), and 2020 (full approval). The Master's program is dedicated to producing ethical, responsible, and competent school psychologists. The mission is to train students to apply scientific knowledge and method in the assessment and treatment of learning, educational, behavior, and psychosocial problems, in general, and special education populations in public schools. Our program emphasizes critical thinking, communication, personal responsibility, social responsibility, empirical and quantitative skills, and teamwork. The curriculum and training are aligned with the 2020 NASP domains. Modality of instruction is face-to face, either in-person or via video conferencing.

Goals and Objectives

The Master's in School Psychology Program embraces a practitioner-scientist model of training in which practice, research, and theory are considered integrated components.

Practitioner: The practitioner is expected to demonstrate a high level of expertise in the professional practice of school psychology. This expertise includes the areas of consultation, assessment, and intervention.

Scientist: The scientist is expected to understand and advance basic knowledge in school psychology. Students are educated to be skilled consumers of research as well as researchers capable of examining relevant problems, both empirical and applied.

The emphasis is on developing applied knowledge in research methods, human growth and development, learning principles, psychopathology, and biological basis of behavior necessary for functioning in the public schools. These goals and the manner in which they are operationalized are consistent with the SFA mission, which states that the University is a comprehensive institution dedicated to excellence in teaching, research, scholarship, creative work, and service. These goals also reflect the mission of the PCOE, which is to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.

School psychology candidates are expected to develop high levels of interpersonal and collaborative skills and apply cultural competence and sensitivity to diversity as they fulfill their professional, legal, ethical, and social roles in education and society. Our school psychology candidates apply technology in their practice and use data-based decisions in individual and system-based service delivery to enhance student development in academic, cognitive, mental health, social and other life skills and competencies.

The Master's in School Psychology Program incorporates the state requirements for licensure as a Licensed Specialist in School Psychology (LSSP) and the national training standards for certification as a National Certified School Psychologist (NCSP). The School Psychology program requires 63 semester hours, which includes an internship. The program is fully approved by the National Association of School Psychologists until 2025.

The School Psychology Program Faculty (SPPF) is the governing body. It is chaired by the Program Director. All decisions regarding school psychology student admission, evaluation, retention, and instructional/curricular issues are made by faculty consensus based on accrediting board standards and local policies and practices.

Through coursework and practical experiences, our School Psychology Candidates will provide evidence of meeting the following Program Outcomes:

1. **Practical Knowledge:** The candidate will demonstrate a comprehensive knowledge of theory, practice, research, and assessment.
2. **Content Knowledge:** The candidate will demonstrate basic knowledge of the school psychology profession, specifically: assessment and treatment, prevention and intervention, applied psychological foundations, applied educational foundations, research and scholarly writing, and ethical and legal considerations.
3. **Behavior Assessment:** The candidate will identify and operationally define current problem areas, strengths, and needs through assessment, and measure the results of decisions based on those evaluations.
4. **Pedagogical and Professional Knowledge, Skills, and Dispositions:** The candidate will demonstrate knowledge, skills, and professional work characteristics/dispositions and effectively apply them in practice.
5. **Application of Principles and Procedures:** Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice.

Professional Standards

The School Psychology program is firmly based on professionally recognized core areas of psychology, education, and professional practice as recommended by the National Association of School Psychologists (NASP). The faculty of the School Psychology Program in the Department of Human Services and Educational Leadership at SFA offers its students individualized guidance and supervision. Ethical practice is modeled, expected, and enforced. Ethics and professional practice standards are discussed across classes and applied in practice and internship. The standards can be accessed at www.nasponline.org.

The School Psychology curriculum addresses each of the Domains of Professional Practices as outlined in The Professional Standards of the National Association of School Psychologists

(2020). Evaluations associated with each course assess student knowledge to ensure that students attain competencies in professional skills needed to deliver effective services for children in schools.

The matrix below demonstrates how each course required in the School Psychology program addresses the NASP Practice Model 2020.

Practices That Permeate All Aspects of Service Delivery

- **Domain 1: Data-Based Decision Making**

School psychologists have 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.

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 use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.

Based on the above domain, your didactic course work, thesis, current supervised research in conjunction with faculty, or recently completed internship experience, you have seen that school psychologists must be able to use assessment strategies to gather information and define current problem areas, strengths, and needs for individuals, groups, and systems.

- a. SPSY 5312 Individual Intelligence Testing
- b. SPSY 5302 School Based Applied Behavior Analysis
- c. SPSY 5301 Behavior Assessment
- d. SPSY 5351 Practicum
- e. SPSY 5352 Internship

- **Domain 2: Consultation and Collaboration**

School psychologists have 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.

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 with others during design, implementation, and evaluation of services and programs.

Thus, school psychologists must have the ability to listen well, participate in discussions, convey information, and work together at an individual, group, and systems level.

- a. PCOU 5335 Multicultural Counseling

- b. SPSY 5345 Systems and Interventions in School Psychology
- c. SPSY 5303 Individual Case Consultation
- d. SPSY 5351 Practicum
- e. SPSY 5352 Internship

Direct and Indirect Services for Children, Families, and Schools
Student-Level Services

- **Domain 3: Academic Interventions and Instructional Supports**

School psychologists have knowledge of 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, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

Based on this domain, it is apparent that school psychologists must be able to develop challenging but achievable cognitive and academic goals for all students, provide information about ways in which students can achieve these goals, and monitor student progress toward these goals.

- a. SPED 5362 Instructional Strategies for Exceptional Learners
- b. SPSY 5303 Individual Case Consultation
- c. SPSY 5315 Academic Assessment and Intervention
- d. SPSY 5351 Practicum
- e. SPSY 5352 Internship

- **Domain 4: Mental and Behavioral health Services and Interventions**

School psychologists have 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 health.

School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

From your recently completed course work, thesis, current research, or recently completed internship experience, you have seen that school psychologists must be able to develop challenging but achievable, affective, or adaptive goals for all students, provide information about ways in which students can achieve these goals, and monitor student progress toward these goals.

- a. PCOU 5328 Group Counseling
- b. PCOU 5335 Multicultural Counseling

- c. PCOU 5333 Counseling Skills and Techniques
- d. PCOU 5328 Group Counseling
- e. SPSY 5301 Behavior Assessment
- f. SPSY 5351 Practicum
- g. SPSY 5352 Internship

Systems-Level Services

- **Domain 5: School-Wide Practices to Promote Learning**

School psychologists have 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.

School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

Based on this domain, school psychologists must be aware of, appreciate, and work with individuals and groups with a variety of strengths and needs from a variety of racial, cultural, ethnic, and linguistic backgrounds.

- a. SPSY 5341 School Psychology
- b. SPED 5362 Instructional Strategies for Exceptional Learners
- c. SPSY 5345 Systems and Interventions in School Psychology
- d. SPSY 5351 Practicum
- e. SPSY 5352 Internship

- **Domain 6: Services to Promote Safe and Supportive Schools**

School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.

School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

From your recently completed course work, thesis, your ongoing research activities with faculty members, or recently completed internship experience, you have seen that school psychologists must have the ability to understand the school as a system and work with individuals and groups to facilitate structure and policies that create and maintain schools as safe, caring, and inviting places for members of the community.

- a. PCOU Group Counseling
- b. SPSY 5341 School Psychology
- c. PCOU 5335 Multicultural Counseling
- d. SPSY 5345 Systems and Interventions in School Psychology

- e. SPSY 5351 Practicum
- f. SPSY 5352 Internship

- **Domain 7: Family, School, and Community Collaboration**

School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning and mental health; and strategies to develop collaboration between families and schools.

School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/ interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.

Based on the above domain, it follows that school psychologists must have knowledge of child development and psychopathology in order to develop and implement prevention and intervention programs for students with a wide range of needs and disorders.

- a. SPSY 5341 School Psychology
- b. SPSY 5303 Individual Case Consultation
- c. SPSY 5345 Systems and Interventions in School Psychology
- d. SEED 5326 Family, School, and Community Engagement within a Context of Justice and Civic Engagement
- e. PCOU Group Counseling
- f. SPSY 5351 Practicum
- g. SPSY 5452 Internship

Foundations of School Psychological Service Delivery

- **Domain 8: Equitable Practices for Diverse Student Populations**

School psychologists have 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.

School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.

Thus, school psychologists must have knowledge of various influences that affect student wellness, learning, and achievement, and must be able to form partnerships between parents, educators, and the community.

- a. SPED 5367 Trends in Educating Exceptional Children
- b. PCOU 5335 Multicultural Counseling
- c. SPSY 5344 Advanced Human Growth & Development
- d. SEED 5326 Family, School, and Community Engagement within a Context of Justice and Civic Engagement
- e. SPSY 5351 Practicum
- f. SPSY 5352 Internship

- **Domain 9: Research and Evidence-Based Practice**

School psychologists have 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.

School psychologists demonstrate skills to 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, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.

It follows that school psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

- a. SPSY 5301 Behavior Assessment
- b. SPSY 5345 Systems and Intervention in School Psychology
- c. SPSY 5331 Research Methods
- d. SPSY 5351 Practicum
- e. SPSY 5352 Internship

- **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 demonstrate skills to 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 respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

- a. SPSY 5342 Ethics in School Psychology
- b. SPSY 5311 Psychoeducational Assessment
- c. SPSY 5341 School Psychology
- d. SPSY 5331 Research Methods
- e. SPSY 5351 Practicum

f. SPSY 5352 Internship

Student Demographics

The 2021-2022 student body included 21 MA students. Ninety percent were female ($n = 19$) and 10% were male ($n = 2$). Diversity within the class included 14 White (66.67%), 2 Black (9.52%), 4 Hispanic (19.05%), and 1 Other (4.76%) students.

Completion Requirements

Master’s students are required to take a minimum of 63 semester hours, including the full-time academic year internship. Students that follow the course sequence complete the program in three years (see sequence below). Students who are approved to attend part-time have six years to complete the program.

Continuous registration is required for all students until degree completion. Students that fail to enroll for any one semester in the course sequence are considered on inactive status regardless of reason and must re-apply to the School Psychology Program for admission. Reapplication does not guarantee admission.

Any student-requested deviation from the official course sequence and/or degree plan must be approved by the SPPF in writing. Students should first bring proposed changes to their advisor, who will then bring the proposal to the SPPF for a final decision. Changes made without SPPF written approval will result in delays in program completion and a loss of good standing in the program. Loss of good standing could result in being placed on probation, delayed approval for practicum, internship, and thesis/dissertation, and dismissal from the program.

Full-Time Enrollment Sequence		
Year 1		
Fall	Spring	Summer
SPSY 5344: Advanced Human Growth & Development	SPSY 5312: Individual Intelligence Testing	SPED 5362: Instructional Strat/Exceptional Learners
SPSY 5311: Psycho-educational Assessment	SPSY 5315: Academic Assessment and Intervention	SPSY 5342: Ethics in School Psychology
SPSY 5302: School Based Applied Behavior Analysis	SPSY 5341: School Psychology	
SPSY 5331: Research Methods	PCOU 5333: Counseling Skills and Techniques	
Year 2		
Fall	Spring	Summer
SPSY 5346: Practical Assessment	SPSY 5303: Individual Case Consultation	SPED 5367: Trends in Educating Exceptional Children
SPSY 5301: Behavior Assessment	SPSY 5351: Practicum	SPSY 5345: Systems and Interventions in School Psychology

SEED 5326: Family, School, and Community Engagement within a Context of Justice and Civic Engagement	PCOU 5328: Group Counseling	PCOU 5335: Multicultural Counseling
		Praxis Examination
Year 3		
Fall	Spring	Summer
SPSY 5352: Internship	SPSY 5352: Internship	

The School Psychology program is very rigorous and requires full-time enrollment to complete in 3 years. While employment may be maintained in Year 1, **full-time employment is not possible in Year 2**. During the second year, a minimum of 20 hours per week of Practicum in the schools are required for each semester. In addition, many course requirements must be completed in the schools during the day. **Employment is not allowed in Year 3, as the internship is full time.**

Applied Research and Training Opportunities directly related to School Psychology

The School Psychology Assessment Center (SPAC)

The School Psychology Assessment Center (SPAC) is a clinical and research resource on the SFA campus and part of the Psychological Services Clinic. It is a graduate training center within the Department of Human Services and Educational Leadership and more specifically the School Psychology Program. The mission of the School Psychology Assessment Center is to provide affordable, quality mental health assessment/care to the campus, community, and area residents. SPAC provides psychological assessment services for the measurement of disorders that affect psychological, emotional, academic, and occupational functioning. These include:

- Attention Deficit / Hyperactivity Disorder
- Learning Disabilities
- Depression and Anxiety
- Neurocognitive Disorders Including Nonverbal Learning Disabilities
- Psychosis and Thought Disorders
- Personality Disorders
- Autism Spectrum Disorders

Testing is comprehensive in nature, consisting of multi-method assessment of personality, contextual, neuropsychological, and intellectual factors. The Faculty/Psychologists and graduate students in the School Psychology Assessment Center embrace an integrated care model that promotes collaboration with the client and other health professionals who are involved in the client's care. With this approach, students will also utilize supported behavioral, academic, and counseling interventions. Graduate students and faculty specialize in the use of empirically

supported assessment procedures and treatments that have been developed based on psychological science.

The center is staffed by students studying to become psychologists and includes review and supervision of work by Licensed Psychologists, as well as by Licensed Specialists in School Psychology.

Counseling Clinic

The Stephen F. Austin State University (SFASU) Counseling Clinic combines a therapeutic and community focus which offers a full continuum of counseling care. The service is geared to each person's needs. Counselor progress is based on the person's ability to move through counseling according to individual readiness.

Services include intake, screening, referral, assessment, treatment planning, case reviews, discharge planning, and aftercare planning. Additionally, the following counseling services are offered: marriage, family, parent-child, individual, group, career planning and placement. The program will serve both children and adults who are experiencing personal problems. Before being served, minors must be accompanied by either a parent and/or guardian. The SFASU Counseling Clinic is a university-based training program that provides various counseling services. General objectives include professional training opportunities for the graduate counseling student and quality service provision for the client. Graduate practicum students provide the majority of the Counseling Clinic services under the direct supervision of trained and licensed Counseling Professionals. The SFASU Counseling Clinic provides the graduate counseling student the opportunity to gain practical experience as a counselor in a supervised clinical setting.

The Human Neuroscience Laboratory (HNL)

The Human Neuroscience Laboratory (HNL) is a state-of-the-art research, teaching and service facility dedicated to studying the ways that the human brain supports human behavior. Accordingly, the HNL goal is to create and apply brain-behavior knowledge that will illuminate individual differences in sensation and perception, learning skills, coping strategies as well as physical and mental capabilities of individuals. To reach this goal, the HNL uses principles of neuroscience, broadly speaking, to aid in the understanding, diagnosis and treatment of different physical and mental pathologies.

The HNL equipment can be used to study virtually any condition affecting the human central and peripheral nervous system. In fact, HNL projects span to a broad spectrum of topics, including attention deficit and hyperactivity, dyslexia, agraphia, acute and chronic pain, traumatic brain injury, eating disorders, addiction, and sleep disorders. Equipment in the HNL is in sound shielded and electrically shielded rooms for maximum recording and analysis and includes:

- Quantitative electroencephalography (qEEG) for generating color coding brain maps and event related potentials.
- Measures of sympathetic nervous system activation including galvanic skin response (GSR), cardiac recording, temperature recording and tactile response.
- Neuropsychological tests for attention, executive function, language, visual perception and motor and memory.
- Visual, auditory, and tactile evoked potential recorders.
- Eye tracking and coordination measures.
- Neurofeedback and biofeedback training equipment.

The HNL is open to students and faculty/researchers to conduct research projects. Indeed, the primary purpose of the lab is to provide students and faculty/researchers with the opportunity to participate in collaborative research and service that involves brain-behavior interactions. This pertains to basic and applied research as well as projects in collaboration with clinical faculty, to allow students and faculty/researchers to explore the neural bases of human normal function and dysfunction.

Independent Study

Normally, independent study courses are not approved if the outline of the study is very close to that of a course already being taught. If this is the case, the student will take the course during the time it occurs in their course sequence.

Students who are interested in an independent or individual study course are to discuss the matter with the course-related instructor. The student will then submit an independent study form and a draft of a course syllabus for instructor review and approval. If approved, the instructor will then forward the form and/or the approved course syllabus to the departmental chairperson for consideration. The departmental chairperson will review the justification form and/or the syllabus. If the departmental chairperson approves, enrollment in the course will be allowed.

Faculty

The program faculty members are either state licensed and/or nationally certified as psychologists or school psychologists or have expertise in a content area. Graduate training in school psychology is complemented by the expertise and resources provided by faculty in the Perkins College of Education, including the Counseling programs. This interdisciplinary approach affords the student a broader perspective of the field of psychology and education.

Financial Support

Students in the School Psychology Program have the following options for financial support:

- **Professional Activities.** Students, who participate in professional activities, e.g., state, regional, or national conference presentations, may apply for reimbursement of travel expenses from the Perkins College of Education. The form is available at <https://www.sfasu.edu/coe/about/faculty-resources>

- **Graduate Assistantships.** Graduate assistantships and their availability are to be found at <https://careers.sfasu.edu/>. Students in the School Psychology program may apply for assistantships with the Office of Research and Graduate Studies of SFA. Graduate assistantships are typically restricted to 20-hours/week. The minimum course load for a graduate assistant is 9 semester hours. A reduction in this minimum load requires special permission from the Dean of Research and Graduate Studies.
- **Federal Work Study.** Many students take advantage of the Federal Work Study Program, in which students are awarded money as part of their financial aid package that they can earn through an on-campus job. In order to qualify for the program you must demonstrate financial need (see [Financial Aid and Scholarships](#)), maintain satisfactory performance in your studies, and meet varied time and work load requirements in departments and divisions across the campus. Both the Financial Aid Office and the Student Employment Center can provide initial information about the program.

Licensure and Certification

The Masters in School Psychology program at SFA prepares students for licensure by the Texas State Board of Examiners of Psychologists (TSBEP) as a Licensed Specialist in School Psychology. The program also prepares students for certification as a Nationally Certified School Psychologist (NCSP).

Licensure as a Licensed Specialist in School Psychology (LSSP) requires meeting the TSBEP Rules, which includes: a MA degree in School Psychology, passing the National School Psychology Examination (PRAXIS Series); and passing the Texas State Jurisprudence Examination.

TSBEP Rules are updated frequently and can be located on the Texas Behavioral Health Executive Council (BHEC) website. It is the responsibility of the student to remain informed of these changes. TSBEP has set rigid deadlines and guidelines, and students should review licensing information carefully in order to be well prepared for the licensure process. The most up to date information on licensing is found on the BHEC website at <https://www.bhec.texas.gov/> or you may contact TSBEP at:

Texas Behavioral Health Executive Council
1801 Congress Ave., Ste 7.300
Austin, TX 78701
512-305-7700

Certification – The National Association of School Psychologists (NASP) offers the Nationally Certified School Psychologist (NCSP) credential. Students are expected to apply for and receive the NCSP. All students are required to take and pass the PRAXIS Series Examination prior to internship. To obtain certification as an NCSP, you must have your credentials reviewed by the NCSP Board (administered by NASP). Application information may be found at: <http://www.nasponline.org/> or obtained from:

National Association of School Psychologists
4340 East West Highway, Suite 402
Bethesda, MD 20814
301-657-0270

Application and Admission to the School Psychology Program

The application process can be located at the departmental website: <http://www.sfasu.edu/humanservices/97.asp>. The Application to the SFASU Office of Research and Graduate Studies can be accessed at <https://www.sfasu.edu/apply>. The University requires a \$50 application fee. Applicants to the program must demonstrate completion of a bachelor's from a regionally accredited institution of higher learning. Admission is based on personal characteristics beyond cumulative GPA, such as applicants' professional interests/goals, work history, and personal suitability in the emphasis area for which they have applied. This information will be reviewed and assessed in conjunction with related application materials. Applicants are considered for admission based on three letters of recommendation, an essay, a completed information sheet, and an interview by the program faculty.

Minority Recruitment and Support for Diversity

The program has signed on to be part of the development of the National Collaborative for Anti-Racist School Psychology (NCARSP) and has endorsed the School Psychology Unified Anti-Racism Statement and Call to Action.

Presently, the SFA Office of Multicultural Affairs supports various under-represented students through cultural celebrations and events that enhance college experience and educate the SFA community. The mission of the Stephen F. Austin State University Multicultural Center is to critically engage students, faculty, staff, administrators and other allies in creating and sustaining a campus culture that enables understanding of one's own cultural identity, understanding of how that identity affects our worldview, learning to competently communicate with those of other cultures, embracing the diversity and the possibilities of participation in a pluralistic society and cultivating the personal integrity to act as social justice advocates. This office supports various minority cultures through cultural celebrations and events that enhance their college experience and educate the SFA community, create cultural and social programs that raise awareness and respect for the importance of diversity and offers a Peer Mentor Program to incoming transfer students and international students to help adjust to the campus and community life.

The School Psychology Master's program works with the Office of Multicultural Affairs in creating cultural and social programs that raise awareness and respect for the importance of diversity in the area of school psychology and to positively impact the recruitment and retention of under-represented graduate students. We have contact with State Regional

Resource Centers about program availability (as they have minority representation similar to school populations).

The program has made a strong commitment to supporting diversity. Following the guidelines of the NASP, the program faculty makes systematic, coherent, and long-term efforts to attract and retain students and faculty from differing ethnic, racial, and personal backgrounds into the program. Consistent with such efforts, it acts to ensure a supportive and encouraging learning environment appropriate for the training of diverse individuals and the provision of training opportunities for a broad spectrum of individuals. Further, the program avoids any actions that would restrict program access on grounds that are irrelevant to success in graduate training. The program has and implements a thoughtful and coherent plan to provide students with relevant knowledge and experiences about the role of cultural and individual diversity in psychological phenomena as they relate to the science and practice of professional psychology. This emphasis is embedded throughout the curriculum.

Students with Disabilities

In a broad sense, any impairment of one or several of life's major physical activities, such as seeing, hearing, walking, etc., constitutes a physical disability. The severity of such conditions may vary greatly, but all students with physical disabilities have equal access to the educational and extracurricular programs of the university by right and by law.

SFA does not discriminate on the basis of disability in admission to, access to, or operations of its programs, services, or activities, or in its hiring or employment practices. This notice is provided as required by Title II of the *Americans with Disabilities Act* of 1990 and is available in large print, on audiotape, and in Braille.

SFA is a leader in the state of Texas in providing outstanding access to higher education for students with disabilities. The university takes great pride in this achievement. More than 85% barrier free, the university gives students with physical disabilities access to university facilities through handicapped parking, curb cuts, ramps, wide doors, Braille signs, and lowered elevator buttons and telephones. The university works closely with the Texas Department of Assistive and Rehabilitative Services.

Reasonable accommodations to students with physical disabilities include but are not limited to: allowing the taping and transcribing of lectures and classes; providing barrier-free meeting places for classes; allowing readers for blind students and signers for the deaf. A Braille machine, transcribers, and voice capable computers are available through the Steen Library and the Computer Center. In addition, some personal computers have been modified for use by students with disabilities and are linked to the mainframe.

To request Information or submit inquiries or complaints, contact the Office of Americans with Disabilities Act Compliance Coordinator

<http://www.sfasu.edu/disabilityservices/>

P.O. Box 6130, SFA Station
Nacogdoches, Texas, 75962-6130
Phone: 936.468.3004-Voice/TDD
Fax: 936.468.1368

Individuals needing auxiliary aids are invited to make their needs and preferences known to the ADA compliance coordinator. Upon admission, if you are a graduate student with a disability, plan to contact the director of disability services for needed assistance to make the transition to the campus and community as convenient and pleasant as possible.

Zoom Admission

Applicants may apply to be admitted to the Master's in School Psychology Program and attend courses via Zoom video conferencing. Students wishing to attend via Zoom must state so in their initial application materials, meet all admissions requirements, and be approved by the SPPF*. The following criteria, in addition to all program and course requirements, must be met:

- Students must attend courses in real-time, with face-to-face video conferencing via Zoom.
- Some courses and meetings may be required on campus. Students will be notified at the start of each semester dates they will be required to be on the Nacogdoches campus.
- Some courses require assessment materials. For these courses, students must be able and willing to work with a Region Service Center or local schools for access to testing kits.
- Students will be responsible for all course assignments and program requirements, including thesis, practica, and internship.
- In the event of a technology issue of the instructor's/university's fault, the instructor will work with the student to ensure appropriate instruction is provided. If a technology issue of the student's fault occurs, the course policy for class absences will be followed, according to the syllabus.
- Students must adhere to the Distance Education Policy (see Appendix D).

*Students not pre-approved by the SPPF to attend courses via Zoom may not do so.

Three Types of Admission

Clear admission

An applicant to the School Psychology Programs must have an overall grade point average of 2.75 grade point average on a 4.0 scale.

Probationary admission

An applicant to the School Psychology Program failing to achieve clear admission to graduate study may be considered for probationary admission on a case-by-case basis under which the student is eligible to work toward a graduate degree, but with the provision that the student earn at least a B on course work the first semester of registration or be placed on academic suspension.

Provisional admission

School Psychology Program applicants who are unable to supply all the required documentation prior to the first semester of enrollment, but who, based on previous academic performance, appear to meet the requirements for clear admission, may be considered for provisional admission. The record must indicate a minimum overall grade point average of 2.5, and a 2.8 for the last 60 semester credit hours (exclusive of freshman-level courses), based on a 4.0 scale. This status requires the recommendation of the appropriate department and the approval of the academic dean, and it is valid for one regular semester or two summer sessions only.

Overlap Program Admission

The Overlap Program permits qualified undergraduates to pursue graduate studies concurrently with undergraduate ones. To be eligible for the Overlap Program, a student must be enrolled at SFA and must have achieved at least 95 semester hours of undergraduate credit. A student must present a 3.0 grade point average both overall and in the major field.

To be admitted to the Overlap Program, a student should:

- Apply to the Office of Research and Graduate Studies
- Complete an Overlap Application which can be located at:
<http://catalog.sfasu.edu/content.php?catoid=2&navoid=82>
- Commit to full-time enrollment in the School Psychology Program
- Obtain the recommendation of the School Psychology Program
- Obtain the recommendation of the appropriate academic dean

Degree Requirements

Grade Standards

Grades of A, B, and C will allow students to receive graduate credit representing 4, 3, and 2 quality points, respectively. If a student receives a C in any class, they will be placed on academic probation and will be required to repeat the course in which the C was earned during the next semester the course is offered and make at least a B. If a student makes a second C, they will be dismissed from the program. If a student makes any grade lower than a C, they will be dismissed from the program.

In addition, a GPA of 3.25 must be maintained at all times. A student whose cumulative grade point average is less than this is placed on academic probation. In the next semester or summer term in attendance, the student must achieve a cumulative 3.25 average. If the cumulative 3.25 is not met, the student is ineligible to continue graduate studies at SFA for one year and must officially reapply to the program in order to complete the degree after the suspension period. These rules apply to all 5000 level courses.

Withheld: A grade of Withheld is given to the student who shows good cause for not completing the work by the end of the semester. The grade of Withheld is appropriate only in the case of unavoidable circumstances wherein a student cannot complete all of the coursework by the end of the semester/term. Examples of unavoidable circumstances include documented illness which prevents a student from attending classes, death in the immediate family, military service, or other emergencies deemed appropriate by the instructor. A grade of Withheld should not be requested nor given for lack of completion of work because of procrastination or dissatisfaction with the grade earned.

A student who is entitled to receive a grade of Withheld must develop a written contract with the instructor of the course. The student and the instructor shall make specific written arrangements for removing the grade of Withheld. The instructor will also specify that, if the work is not completed by the assigned time, a grade of F will replace the Withheld on the student's transcript. If the student completes the required work by the assigned completion date, the instructor will submit the new grade to the Office of the Registrar. In most instances, work to be completed should be finished within the first several weeks following the end of the semester/term. The maximum time allowed to finish the course work is one calendar year, after which the grade automatically turns to a F.

Advisors

Program plans are distributed, and advisors assigned following admission notification and prior to beginning coursework. Faculty assigned as advisors are positioned to serve as mentors in students' professional development and consultants as unanticipated issues arise during enrollment. After the first year in the program, students may change advisor assignment by submission of the completed Request to Change Advisor form. The student must inform the initially assigned advisor and the prospective advisor and secure each of their signatures on the Request to Change Advisor form, which will be maintained in the program office or on the program website. Students are strongly encouraged to become familiar with all faculty to guide decision-making about advisor selection. Final assignments shall consider the current advisement load and faculty availability. All decisions relevant to a student's progress in the program, degree plans, and satisfactory completion of graduation requirements are the function of the collective SPPF. A single faculty member may not make a unilateral decision regarding a student's status or progress to degree completion in the program.

Registration

Permits for registration are provided by the student's faculty advisor based on the student's program of study received at the time of admission. Registration is completed online in the SFA Banner system:

<https://sfacas.sfasu.edu/cas/login?service=https%3A%2F%2Fmysfa.sfasu.edu%2Fc%2Fportal%2Flogin>

The open dates for registration can be found at <https://www.sfasu.edu/registrar/>.

Registration should be completed during open registration. Failure to enroll during that period may result in course cancellation.

Plan of Study

The plan of study is developed prior to admission into the School Psychology program and must be approved by program faculty and sent to the Dean of Research and Graduate Studies. A copy of the approved plan of study is forwarded to the student and a copy will be maintained at the program level.

Time Limitations

The Office of Research and Graduate Studies requires that all graduate coursework towards the School Psychology Master's degree must be completed within 6 years.

Transfer of Credits

A graduate student may transfer a maximum of six semester hours. To transfer any credit from other institutions, the student's application materials must include a memo requesting course transfer, the course syllabus/syllabi to be considered, and the transcript(s) documenting the grade of B or better, the date of the course, and that the course did not contribute to the completion of a prior degree. The exception is that ALL hours earned in an SFA certificate program can be considered for transfer into a graduate degree program. Course enrollment must have occurred no more than six years before application. Approval of the request must be received from the program faculty, the Department Chair, and the Academic Dean's Office. Any course accepted by transfer will carry credit but not grade-point value. If the student fails to complete work on the graduate degree at SFA before the expiration of the six years, the transfer credit will not be applicable toward a degree here.

Annual Review

All students in the School Psychology Program are admitted provisionally. The SPPF conducts an annual review of students during the fall semester. Students will create a portfolio documenting their performance in the program. This portfolio will be reviewed by the SPPF. Students will be informed of their status following this review. The SPPF may request that students attend an SPPF meeting in order to discuss concerns about their academic progress. Students are encouraged to request an opportunity to discuss their progress in the program, or any other concerns, with their advisor at any time. Directions and scoring rubric for the annual portfolio review can be found in Appendices A, B, and C.

Practicum and Internship

School Psychology students are required to complete three credit hours (300 clock hours) of practical assessment, three credit hours (300 clock hours) of practicum, and 1,200 clock hours of internship. Information on Practicum and Internship can be found in this handbook. In each setting, the university supervisor contacts the receiving field agency at least two times during the semester. Practicum students also meet weekly with the university supervisor for group supervision, as do intern students. Written evaluations are collected from the field agency two times (midsemester and end of semester). These evaluations are discussed with the student and the faculty supervisor. This information is used by the coordinator and practicum or intern supervisors in a variety of ways to enhance the working relationships between the university and the field agency and to ensure students are meeting competency requirements. NASP standards and licensing requirements guide the practicum and internship requirements.

Capstone Portfolio

Instead of completing a thesis, the MA School Psychology program requires a capstone portfolio that represents excellence in service delivery. The capstone experience and subsequent work products are compiled during the internship courses. Students must complete at least one behavioral and one academic case study, submit 1,200 documented hours of internship with 300 hours (25%) of those hours being direct hours, and field-based supervisor evaluations that demonstrate the student has achieved entry-level skills. A case study rubric is provided in the course syllabi with more specific information about the required components of the case study and what is considered an acceptable level of performance.

Graduation Application and Fees

Students must apply for graduation. Dates for applying and graduation application forms can be found at <https://www.sfasu.edu/registrar/630.asp>. After the student has applied for graduation, the School Psychology program director and the SFA Office of Research and Graduate Studies will review the student material based on the above requirements. The application dates for requesting graduation are determined by the time of the student's intended commencement.

MAY Commencement - Applications are taken September 15 through November 15 of the prior year. **AUGUST Commencement** - Applications are taken January 2 through March 2 of the same year. **DECEMBER Commencement** - Applications are taken April 1 through June 1 of the same year.

There is a Graduation Processing Fee of \$50.00 for the Master's degree. Each time a student applies for a degree from the university they must pay a graduation fee. If the degree candidate plans to participate in commencement exercises, they may obtain a cap and gown. Commencement regalia information can be found through the Registrar's Office at <https://www.sfasu.edu/registrar/611.asp>.

Dismissal from the Program

A student may be expelled by the SPPF from the School Psychology program for any of the following reasons:

- ethical or legal violations
- academic failure (previously defined under grade requirements)
- professional incompetence or negligence (e.g., a score of 2 or below on practical assessment/practicum and/or internship evaluation forms at the end of the semester)

Retention

To remain in good standing in the program the student must: (1) maintain a minimum overall grade point average of 3.25; (2) maintain appropriate professionalism in class and field settings; (3) observe the fundamental rules of ethical conduct; and (4) receive successful annual reviews conducted by the department throughout their graduate training experience.

Consistent with university policy, the Department of Human Services and Educational Leadership reserves the right to refuse the privilege of further attendance to a student when it has become evident that the student lacks the personal qualities, professional characteristics, or scholastic attainments essential for success, as measured during the program, practica, and internship on disposition assessments and field-based evaluations.

Making Changes

Due Process

Any student who disagrees with a decision relating to an academic matter should first contact the faculty member responsible for the decision and ask for further consideration of the issue. If not satisfied with the faculty member's action, the student should ask the chair of the Human Services and Educational Leadership department to review the matter and to intervene on behalf of the student. If further redress is needed, the student may appeal in writing to the Dean of the College of Education, then to the Associate Vice President for Academic Affairs, and finally to the Vice President for Academic Affairs and Provost. Any written appeals should describe the nature of the petition, reasons for the request, and prior steps taken to resolve the matter.

Changing the Degree Plan

During the first semester of enrollment, the student should meet with the program secretary to file the degree plan received upon admission. The degree plan is signed and submitted by the student and advisor to the Dean's Office in the James I. Perkins College of Education Building. A copy of the degree plan is sent to the Dean of Research and Graduate Studies, and another copy is placed in the student's file in the (see sample degree plan below). Students are required to maintain a copy of this signed contract with the program for their personal files as well.

Though the above process is considered standard, there are different circumstances that may require changes in the degree plan that has been filed in the program and with the Dean of the Research and Graduate Studies. Examples include but are not limited to the fact that additional courses may have been taken or scheduled courses may not have made due to low enrollment and a substitution of other courses was approved. All revised degree plans must be reviewed and approved by the SPPF before any changes are made.

When students file for graduation, the Office of Research and Graduate Studies checks the student's transcript with the official degree plan to approve the student for graduation. Therefore, it is important to update the official records if any changes are made.

Evaluation

Process for Evaluation of Student Progress

Formative evaluation occurs throughout the program as students demonstrate competencies through successful completion of coursework, practica, and internship. Progress as a developing school psychologist will be assessed at the conclusion of each academic year for all students. At the beginning of each academic year, students are required to complete an annual portfolio. Continued registration in the program is contingent on demonstration of adequate progress as determined by faculty review. Students' portfolios composed of a comprehensive collection of required materials and documentation of accomplishments will be due October 1st of each academic year (see Appendices A and B).

Additionally, students may be required to meet with their advisor and the school psychology faculty if concerns arise regarding professional conduct and/or progress in the program.

During the annual portfolio review, particular attention will be given to four areas of development. These areas include professional conduct, scholarship, practice, and development of professional identity. Although all areas may not be applicable to course experiences, it is expected that each area will be addressed during the annual review.

Masters Comprehensive Examination

During the summer before internship year, all students are required to take and pass the National School Psychology Examination (NASP Praxis examination) (<https://www.ets.org/praxis>). Students are required to submit a complete copy of their National School Psychology Exam scores to the SFASU School Psychology program secretary. Following graduation, students will be eligible to apply for NCSP certification. Six months before of applying for licensure the applicant must also pass the Texas Jurisprudence Examination (<https://www.bhec.texas.gov/texas-state-board-of-examiners-of-psychologists/jurisprudence-examination/index.html>) to be eligible to apply for the LSSP credential in the state of Texas.

Professional Development, Professional Involvement, and Scholarly Activities

Student's vitae, organized in APA Style, should be updated throughout enrollment. Documentation of professional development, professional involvement, and scholarly activities (i.e., presentations and publications) should be maintained in portfolios to be submitted to faculty during annual review.

Professional Development

Students must maintain membership in a School Psychology related professional organization (e.g., TASP, NASP), take advantage of training/educational experiences that extend beyond the classroom and program curriculum (i.e., professional convention attendance, workshops, expert presentations). All should be documented in the vita and in the portfolio (i.e., proof of registration, continuing professional development certificate).

Professional Involvement/Service

Students must maintain visibility/involvement in service in a professional organization (local, regional, state, national/international). Examples include active membership in graduate student governance, Executive Committee of the School Psychology Student Organization, liaison to professional organization, etc. All should be documented in the vita and in the portfolio (i.e., brief description of activity and number of hours committed).

Each year, students within the School Psychology program nominate and elect officers to run the student organization. Campus representatives are selected on an annual basis as a liaison for international, national, and state positions, including: Association for Behavioral Analysis International (ABAI), American Psychological Association of Graduate Students (APAGS), American Psychological Association, Division 16 – Student Affiliates in School Psychology (SASP), Texas Association of School Psychologists (TASP), and National Association of School Psychologists (NASP). At each organization, campus representatives are provided the opportunity to report news that includes calls for proposals, upcoming conferences, new journal releases, and more. The student organization focuses on contributing to the mentor-mentee program by assigning a more advanced student to work with a first-year student as a mentor and guide. To increase commitment and knowledge in the community, participation in the community events occur, resulting in workshops for professional development. Some workshops are student-led to allow students to interact with each other and provide valuable information to share with one another. Workshop topics include how to create a competitive practicum portfolio, how to manage time effectively, increasing diversity awareness and understanding, learning how to utilize computer programs for tracking field experience, and more.

Scholarly Activities

Students must engage in a progressive sequence of research education and training. The progression through the research sequence displays the cumulative nature of the program. Students receive didactic instruction in issues and methods relevant to a given project, observe the faculty mentor and senior graduate students, and practice the skills learned by completing specific research-related tasks. Such activities are to result in professional conference presentations, publishable manuscripts submitted for review for publication, IRB applications, and/or publications (i.e., book reviews, brief reports, conceptual papers, literature reviews, manuscripts reporting results of empirical research). All should be documented in the vita and in the portfolio (e.g., copy of conference page, acceptance letter, 1st page of publication, manuscript under review, IRB application).

Certification of Completion of the School Psychology Master's Degree:

- Demonstration of consistent compliance to professional standards and ethics;
- Good program standing (e.g., successful completion of program requirements);
- Good academic standing (minimum cumulative GPA 3.25/4.0);
- Completion of all required coursework (minimum 63 hours);
- Successful completion of professional dispositions review.

Practicum and Internship Overview

Training Emphases

The education and training emphases of competent school psychologists in this program include:

- A thorough preparation in the procedures of psychoeducational assessment, and consultation, and student- and systems-level interventions with an emphasis on multidisciplinary collaborative practice, and application of these skills to positively impact children, youth, families, and other consumers.
- Facilitation of acquisition of professional competencies through two course-embedded practica (34 hours total), two school-based supervised practicum courses (600 hours) and the internship (1,200 hours) provide well over 1,800 hours of supervised practice.
- Direct training, involving a balance of both diagnostic and intervention services, is conducted in a variety of clinical and educational settings.
- Application of research to guide evidence-based practices and engagement in applied research. Approaching service delivery activities (i.e., consultation, systems-level interventions, etc.) through a practitioner-scientist, data-based problem-solving model.

Purposes of the Practicum and Internship Experience

The broad goals of the practicum and internship experience may be summarized as follows:

- Apply knowledge and strategies to provide direct interventions to children and youth, their parents, teachers, administrators, and other professionals including assessment, direct interventions targeting academic, social, and emotional deficits, and consultation.
- Provide indirect intervention services to children, parents, teachers, and other school and professional personnel such as school-wide consultation, professional development, needs assessment, and school-wide intervention development and implementation.

- Demonstrate application of the data-based problem-solving approach by engaging in activities, such as in assessment, adherence to the problem-solving model, identification and application of evidence-based practices, and program evaluation.
- Collaborate with community agencies and systems that provide mental health and educational services.
- Serve as an advocate for the development of human potential in children, parents, teachers, and other school personnel within a multicultural context.

Practicum and Internship Guidelines

Practicum

Students complete a 14-hour embedded practicum experience as part of the course requirements in SPSY 5341: School Psychology. A 20-hour embedded practicum experience is also included in SPSY 5312: Individual Intelligence Testing. During the second year, students complete 600 hours of field-based experience. Practicum experiences focus on schools as systems, assessment, academic and behavioral intervention, counseling, home-school collaboration, and consultation. All practicum experiences occur in a school setting. Students will receive supervision from field-based and university-based supervisors during their practicum experiences. Upon successful completion of the final practicum experience, students are prepared for internship.

Internship

After completion of all program required courses, students may enroll in internship. The internship requires a minimum of 1,200 hours and is completed during two consecutive academic semesters for Master's level students. The required hours must be completed within a school setting that provides experiences working with both general education and special education programs. Interns work full-time in a school setting under direct supervision of a qualified Licensed Specialist in School Psychology. The supervisor should have a minimum of 3 years of credentialed experience as an LSSP and be employed as a regular employee or consultant by the school district or agency. At minimum, the field-based supervisor must be employed the equivalent of two days a week with the district. In addition, students receive university-based supervision in SPSY 5352: Internship. The internship experience is a culmination of all prior training and experiences and adheres to the training requirements and objectives of the National Association of School Psychologists and the Texas State Board of Examiners of Psychologists.

Supervisory Personnel

Practicum students receive supervision from both a university-based and-field based supervisor. Internship students receive supervision from field-based supervisor as well as a university-based supervisor. The university-based supervisor works in conjunction with the field-based supervisor at ensuring effective service delivery by students. The university-based supervisor must have an active NCSP and/or LSSP credential.

How to Arrange Practica and Internships

Following portfolio review, faculty will inform students of eligibility of enrollment in practicum (SPSY 5351) and internship (SPSY 5352). The student is responsible for identifying the practicum and internship site and completion of program paperwork establishing an agreement with the selected external training site and field-based supervisor. Students must provide prospective sites and supervisors with the course syllabus, program affiliation agreement form, and supervisor contract. The deadline for the submission of the required paperwork for practicum is May 1st of their first year and the submission of the required paperwork for internship is May 1st. Site approval will be documented with all required signatures are secured on the agreement form.

Student Responsibilities

Ethical Practice

In order to enhance identification as a developing school psychologist, the student will act in accordance with the professional ethical code of the National Association of School Psychologists <https://www.nasponline.org/standards-and-certification/professional-ethics>. Likewise, as a representative of the University, the student has an obligation to perform at the highest level of functioning and professionalism at all times.

Upon entering a graduate program, acceptance of and adherence to an ethical and moral code is mandatory as a future societal role in leadership. It is important that students understand and maintain standards of intellectual honor that reflect well upon their conduct and the profession. Cheating and plagiarism, indeed any type of dishonorable conduct is morally degrading and ethically reprehensible. Moreover, such conduct seriously impedes true intellectual growth. In setting your goals and reviewing your conduct, there is a simple, clear standard. The sensible rule of thumb as always is to treat others and to deal with the property of others as carefully, thoughtfully, and considerately as you would want to be treated.

- **Cheating.** Dishonesty of any kind involving examinations, assignments, alteration of records, wrongful possession of examinations, and un-permitted submission of duplicate papers for multiple classes or unauthorized use of keys to examinations is considered cheating.
- **Plagiarism.** Materials, even ideas, borrowed from others necessitate full and complete acknowledgment. Offering the work of another as one's own is plagiarism and is unacceptable in the academic community. A lack of adequate recognition constitutes plagiarism, whether it utilizes a few sentences, whole paragraphs, articles, books, audio-visual materials or, indeed, even the writing of fellow students. In addition, the presentation of material gathered, assembled or formatted by others as one's own is also plagiarism. Because the university takes such misconduct very seriously, the student is urged to carefully read university policies on Misconduct in Scholarly or Creative Activities.
- **University Property.** For most graduate students, their department and college will be an elemental focus of their life for several semesters, even years, as they complete their professional training. In a sense, the campus becomes a home away from home

and understandably familiarity may breed carelessness regarding the use of state property, such as telephones, photocopiers, facsimile machines, mail services and university records or files. It is illegal to remove equipment from the campus for use at home or in the field without proper approval. Wrongful use of such materials can incur legal liabilities.

- **Research Participants.** In your professional training, you may on occasion be involved in projects using human participants, laboratory animals or hazardous materials. Sensitivity, compassion and the highest professional standards are imperative ethical requirements in dealing with all living creatures. All research involving humans, laboratory animals, or hazardous material is regulated by the university and subject to state and federal regulations. The committees most actively involved in these areas are the Institutional Review Board for the Protection of Human Subjects, Institutional Animal Care and Use Committee, Institutional Biosafety Committee and Environmental Safety and Health/Radiation Committee.
- **Sexual Harassment.** SFA is committed to creating and maintaining an intellectual atmosphere in which students, faculty, and staff may work productively and free from harassment, retaliation, or intimidation. This is crucial for any learning environment. Sexual misconduct or harassment is not accepted or tolerated within the academic community. Sexual harassment is any unwanted sexual attention that makes another person feel uncomfortable, threatened, or disrupts the individual or the workplace. It encompasses many areas. It can be verbal innuendo, offensive, pejorative or derogatory comments, sexual jokes, remarks about clothing or bodily features, requests for sexual favors, and improper advances or physical contact. Unfortunately, sexual harassment can and does go further. Sexual harassment also can be non-verbal. Whistling, suggestive or provocative sounds, vulgar gestures, and use of offensive sexual images are unacceptable. Sexual harassment can be physical, ranging from unnecessary touching, pinching, holding or detaining to assault or coerced sexual activity. All types of harassment are degrading and contrary to the mission of the university. Graduate students need to know and be sensitive to issues of sexual misconduct.

Logs

All students are required to carefully and regularly prepare a log of professional experiences.

1. Throughout practicum and internship experiences, candidates will log their activities within the Time2Track System online at time2track.com. Students are required to purchase registration for this online service. The log will document all practicum and internship experiences according to the specific activities found in LiveText. These logs will be submitted and reviewed each week by the field supervisor and university supervisor. Mid-point and end-point summaries will also be given to the university supervisor. Copies must also be maintained in students' portfolios for annual review and documentation of hours.
2. Evaluative criteria include clarity of written and oral expression; competency in collaborative, empirically-based assessment, intervention, and consultation;

sensitivity to and respect for cultural and individual differences; competency in scientific problem solving; competency in ethical professional conduct; competency in recognizing the influence of the family; and competency in serving the best interests of students.

3. The candidate, field-based supervisor, and university-based supervisor will perform evaluations according to the scoring guide provided in the course syllabus. Supervisors will review all the rubric objectives as they apply to NASP Domains and completion of logging procedures provided in the syllabus.
4. A formative evaluation will be completed following the submission of each assessment (traditional and case study). This will entail a rubric analysis by the candidate, field-based supervisor, and university-based supervisor. An overall review of the candidate's daily, weekly, and end-of-semester logs, assessments and case studies will be conducted in the final two weeks of the semester. The candidate's grade will be based on the combination of all of the above activities.

Psychological Evaluation Procedures

1. The student will use a wide variety of assessment instruments and procedures to evaluate:
 - Intellectual functioning
 - Academic skills
 - Psychomotor developmental patterns and skills
 - Social/emotional functioning
 - Direct observations of behavior
 - Behaviors
 - Adaptive behaviors
 - Developmental levels
 - Cultural and ethnic diversity
2. Components of traditional and functional assessments
 - Preliminary interviews with teachers and support personnel involved in working with the student.
 - Documentation of outcome regarding consultations in the form of teacher and parent conferences.
 - Documentation of supervised individual and group social skills training in conjunction with counseling.
 - Documentation of follow-up and maintenance procedures subsequent to direct and indirect services to students.
 - Participation in preparation of proposals for improving psychological services within the school district or agency.
 - Participation in programs addressing delivery of health activities and crises intervention procedures.

- Supervised development pre-referral interventions strategies that emphasize curriculum-based assessment procedures.
- Administration of traditional intellectual and achievement testing.
- Observations of student behavior to obtain reliability measures.
- Data collection of student academic improvements relative to RTI procedures.
- Initiation and sustenance of contact with the field and university supervisors.
- Interactions entail oral and written descriptions of progress in general areas of the internship experience. This includes (but is not limited to) logs, special consultation issues, graphed outcomes of assessment and treatments, and professional or personal concerns related to the internship.

Reports

The student will be required to prepare and submit reports on assigned cases. The field supervisor and university supervisor will critically evaluate practicum and internship reports. The student is expected to achieve and maintain professional levels of writing quality and to develop a high level of integration and efficiency in report writing. Students are to take feedback and incorporate it to improve report-writing quality and to increase efficiency.

Supervision

The student is expected to initiate contact with the field supervisor and university supervisor as required or as needed. Contact involves communication (oral and written) of progress, forwarding expected products of performance such as logs, and conveying professional or personal concerns related to the practicum or internship.

Attendance

The student is expected to attend all class meetings as noted in the syllabus for the practicum and internship. Failure to do so is considered unprofessional and may affect the student's successful completion of the practicum or internship.

Class Attendance Policy (Policy 6.7): Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected in all classes.

Course Evaluations

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses. However, ongoing feedback and inquiries about practice may occur prior to the final course evaluation, which will allow faculty opportunity to address and possibly make adjustments that might prove beneficial to the collective student body. Evaluation data is used for a variety of important purposes, including: 1). Course and program improvement, planning, and accreditation; 2). Instruction evaluation purposes; and 3). Making decisions on faculty tenure, promotion, and retention. The evaluation guidelines state, "As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!"

Practicum and Intern Activities

Practicum and Internship objectives are arranged into two levels. Level I objectives are primarily involved with assessment and management activities. Level II objectives are activities in the areas of consultation and intervention.

Intern and Practicum students are actively involved in developing and evaluating their own placements. With the help of site supervisors, students negotiate a site-specific plan that lists the type and nature of the experiences they need to receive in order to meet specified objectives. The plan is negotiated when students commence their internship/practicum and includes the basic objectives of the university, specific objectives of the site, and objectives of the student based on personal interests. Work samples and a log of activities are maintained in a portfolio as part of the evaluation of students.

As part of documentation of your professional skill development you will turn materials into the School Psychology Masters D2L webpage. This will assist the program collect key assessment data to maintain the NASP-approval status. You will also be required to submit these materials to your university supervisor for both practica and internship (i.e., you will submit to your instructor and to the D2L webpage). The following items must be submitted to the D2L webpage by the noted timeframe:

- 1) Praxis scores (due before the summer before internship)
- 2) Practicum fieldwork evaluation forms for both fall and spring (due the first Wednesday after the semester ends)
- 3) Practicum fieldwork excel sheet forms for both fall and spring (due the first Wednesday after the semester ends)
- 4) Internship fieldwork evaluation forms for both fall and spring (due the first Wednesday after the semester ends)
- 5) Internship fieldwork excel sheet forms for both fall and spring (due the first Wednesday after the semester ends)
- 6) Behavioral case study report/Internship year (due the first Wednesday after the semester ends)
- 7) Academic case study report/Internship year (due the first Wednesday after the semester ends)
- 8) Behavioral case study rubric (due the first Wednesday after the semester ends)
- 9) Academic case study rubric (due the first Wednesday after the semester ends)

The noted due dates above are for uploading the documents into the School Psychology Masters D2L webpage, not when the actual course assignment is due during the semester. If you fail to submit these materials into the School Psychology MA D2L webpage you will receive one email reminding you to submit these materials. If you do not to submit the materials within two weeks of receiving the reminder email you will not be in good standing in the program and can be dismissed form the program.

Competencies (Level I)

- 1. Screening.** Assist in screening students who possibly need more comprehensive assessment, using annual and continuous screening methods.
- 2. Assessment.** Utilize instruments as necessary for a comprehensive assessment, (valid data base). Possible sources of data include objective instruments, systematic observation, interviews, record review, observation of overt-covert setting event and consequence, behavioral (social) deficiencies, and ecological observations including a data-based assessment on the presenting problems.
- 3. Reports and Plans of Action.** Formulate psychological and psychoeducational conclusion and recommendation consistent with assessment results and state federal guidelines in report.
- 4. Diagnosis and Recommendations.** Formulate psychological and psychoeducational intervention strategies consistent with assessment data for children and youth in need of special services.
- 5. Communicate Assessment Results.** Communicate assessment results and recommend intervention strategies to parents, school staff and others as appropriate, and meet with student support teams to communicate recommendations and formulate plans.
- 6. Establish Goals.** Establish and communicate to school personnel short- and long-range goals for psychological services, including a written statement of annual objectives and scope of services.
- 7. Keep Data.** Demonstrate time management skills using data on activities, and goal accomplishment measures whenever possible.
- 8. Ethics and Regulations.** Provide services consistent with ethical practices, local procedures, state regulations, and federal laws.
- 9. Cultural Awareness.** Recognize the importance of multicultural sensitivity/responsiveness to, knowledge of, and understanding about ethnically and racially different individuals.

Competencies (Level II)

- 1. Consultation Growth and Development of All Students.** Provide psychological and psychoeducational consultation to parents, schools, and others to facilitate the growth and development of all students.
- 2. Community Agencies.** Serve as a liaison between the school system and outside agencies to enhance services to students.

3. **In-service.** Assist in planning and conducting in-service training and/or educational programs for school staff and parents.
4. **Interventions.** Develop intervention strategies for individual children and/or groups of children who do not qualify for special services but who have learning, behavioral, adaptive, and/or social deficits, or special needs (as with some gifted children).
5. **Monitor/Evaluate.** Monitor and evaluate an intervention outcome using objective data on individual, group, and school intervention projects.
6. **Classroom Management.** Participate as a consultant to teachers on classroom management using one or more approaches to behavior management including management of individuals and groups.
7. **Classroom Organization.** Participate as a consultant to teachers on classroom organizational structure, including such things as: physical setting, cooperative goal structuring, use of peers, tutoring, accommodating and motivating students and use of aides and volunteers.
8. **Functional Life Skills.** Develop in-class/school programs (through consultation and/or workshops or formal training) for effective social skills development including functional life skills, self-management, adaptive behaviors and/or vocational skills.
9. **Parents.** Participate in designing and operating parent training programs and follow-up consultation, behavioral and life functional skills.
10. **Instruction.** Participate as a consultant and/or co-worker on the general improvement of instruction utilizing the systematic application of principles of learning to instruction. This might include consultations on teaching effectiveness, academic engagement time, direct instruction, study habits and cognitive and meta-cognitive strategies, especially as these aspects relate to the learning/teaching of basic skills.
11. **Research.** Participate in research which might include program evaluation or data collection in relation to intervention techniques which are based on current research.

The field supervisor and university supervisor in consultation with the student will determine a program of activities individually prescribed to meet the needs of the practicum or intern student.

Formal Evaluation

The field-based supervisor participates with the intern or practicum student and university-based supervisor in completing two assessments at themed-point and end of each semester in practicum and internship. Performance will be based on comprehensiveness of activities/services, on effectiveness in relating to clientele (school staff, students, parents, etc.), performing the general responsibilities of the role, and on professional conduct as a school psychologist. At the end of practicum and each semester of internship, the field supervisor will complete a written evaluation of the student's performance using the Professional Disposition Assessment and Evaluation of Services rating form located in Livetext. Regular contact will be maintained between the university supervisor and field supervisor in both practicum and internship no less than two contacts per semester and as often as required for resolution of students' onsite training experience.

Contracts: Practicum/Intern Contract, Field Supervisor Contract, School/Agency/Institution Site Contract

A Field Training and Evaluation Plan should be developed jointly with the university supervisor and the student, using the student's professional goals and self- and faculty-assessed strengths and areas in need of development as a guide. This customized plan that would also include all other required training experiences would be included in the Practicum or Internship Agreement which would be signed and dated by the student, university supervisor, and field supervisor.

Appendix A: Checklist for Annual Evaluations

Student Name:

Date:

Initial Year of Admission:

Rater:

Checklist & Scoring for Portfolios

- Annual Reports Organized in Livetext & submitted by deadline
 - Updated Vitae with any publications and presentations in APA Style, 7th edition
 - Practicum/Internship Supervisor Evaluations
 - Field-based supervisor signed practicum/internship logs indicating direct and indirect hours
 - Current Certificate of Insurance
 - Academic Transcript for enrollment during the current academic year
 - Verification of professional development activities (i.e., Proof of CPD relevant to school psychology, district trainings can be included)
 - Current professional membership. Master's students must be a member of at least one organization (i.e., TASP or NASP), but ideally two.
 - Scholarship/research (i.e., IRB applications; professional presentations; publications). This can be from the SFA Graduate Research Conference, but not from a course presentation.
- OR
- Proof of attendance at a school psychology relevant convention (e.g., TASP, NASP).
- All 2nd year students and beyond are expected to submit the documentation of the 1st 8 items noted above. These are required to receive a satisfactory rating with satisfactory evaluations.

For all items that do not yet have, note the year you will have it

Appendix B: Program Faculty Portfolio Scoring Directions

Overall Scoring

<input type="checkbox"/> 1 Unsatisfactory	<input type="checkbox"/> 2 Improvement Needed	<input type="checkbox"/> 3 Satisfactory	<input type="checkbox"/> 4 Exemplary	<input type="checkbox"/> 5 Honors
<input type="checkbox"/> Significant permanent products missing from portfolio <input type="checkbox"/> Information in portfolio includes inaccurate information <input type="checkbox"/> Student did not meet criteria for exposure and experience	<input type="checkbox"/> Some permanent products missing from portfolio <input type="checkbox"/> Information in portfolio is confusing, not clear <input type="checkbox"/> Student needs greater exposure and experience in an area	<input type="checkbox"/> All permanent products are in the portfolio <input type="checkbox"/> Information in portfolio demonstrates mastery <input type="checkbox"/> Student meets criteria for exposure and experience	<input type="checkbox"/> Portfolio meets criteria for 3 and shows products above and beyond what is required in most areas <input type="checkbox"/> Information in portfolio shows above-average involvement in the profession <input type="checkbox"/> Student exceeds criteria for exposure and experience	<input type="checkbox"/> Products demonstrate superior application, specialty in this area <input type="checkbox"/> Information in portfolio shows superior involvement in the profession <input type="checkbox"/> Student shows exemplary exposure and experience

Comments:

Appendix C: SFA School Psychology Annual Portfolio Directions

LiveText – Electronic Submission Directions

All portfolios will be submitted electronically via LiveText.

To submit your portfolio via LiveText follow the directions below:

1. Go to www.livetext.com
2. Sign in or register your account.
3. If you have questions about obtaining or registering your LiveText/Watermark account, call ext. 7050 or e-mail LiveText@sfasu.edu.
4. Once you are logged in, select the **LiveText Docs** tab at the top of the page.
5. Click on **+New**.
6. Under **Choose Template**, Stephen F. Austin State University, select **Portfolios**, then *School Psychology Program Portfolio Template*.
7. Make sure you have selected the correct template, then select **Create Document** in the bottom right corner of the page. You will be prompted to provide a title. Leave the current title of the document but remove “template” and add your last name to the end of the title. For example: *School Psychology Program Portfolio – Johnson*.
8. Now you can begin to edit and upload documents to your portfolio. To edit any page of the portfolio, select it from the Page List on the left. To edit sections within a page, select the Edit button on the right upper corner of the page. From there, you can edit text and add files. Directions for sections are below.

Vitae and Evaluations:

In each section, delete the text directions and write a brief summary of the attached documents. Documents within each section should be in order from most recent to least recent.

Field Experience Logs:

In each section, delete the text directions and write a brief summary of the attached documents. Documents within each section should be in order from most recent to least recent. Logs must be signed. Certificate of Insurance must be currently active.

Professional Development:

In each section, delete the text directions and write a brief summary of the attached documents. Verification documents should be in order from most recent to least recent. Professional organization membership verification should be active for the current year.

Scholarly Activity:

Delete the text directions and write a brief summary of the attached documents. Research Activities documentation should be in order from most to least recent.

Once you have completed all required sections, select “send this document for review” and send to all School Psychology Program Faculty:

Nina Ellis-Hervey
Jaime Flowers
Daniel McCleary

Appendix D: Distance Education Policy

Policy Statement:

Courses developed for distance education modalities (e.g., Zoom, online, hybrid) provide ease and convenience for students. As more course offerings move to virtual modalities, guidelines for course participation and etiquette for students and instructors creates course structure. Courses utilizing Zoom or other video conferencing tools benefit from explicit expectations to increase involvement.

Scope of Policy:

Students and instructors collaborating in an online course that utilizes Zoom or other video conferencing tools follow etiquette guidelines increasing course structure and establishing a productive course environment.

Policy:

1. Choose a location with low noise level, few distractions, and good connection to the internet. The connection should be made using a computer, not a phone. A landline connection is preferred. If the student's internet connection is unstable, they may be marked absent.
2. Students should display their first and last name. Preferred first names (e.g., Tom instead of Thomas) may be used as long as it is identifiable for faculty.
3. When attending synchronous classes, your video feed (i.e., camera) must stay on for the duration of the course period unless otherwise stated in the expectations in the course syllabus or as directed by the instructor for specific activities. Students attending the course or other event should ensure the background captured by the camera is appropriate (e.g., not in a bed or bathroom, at a sporting event, restaurant, or other place of business) and not distracting to others in attendance (e.g., movement of people or pets).
4. Background noise should be minimized. It may be recommended to join the meeting muted (check individual syllabi for each professor's preference). Use the mute function unless talking. If possible, use a headset with a microphone when talking to decrease distracting background noise. If it is not possible to use a headset, minimize noise distractions (e.g., lawn maintenance, noisy pets, other individuals in the house). If unable to move away from the loud or distracting environment, mute the microphone while not actively speaking so as to minimize distractions to others.
5. Wear appropriate clothing. Clothing suitable for in-person classes is appropriate for attending online classes (e.g., pajamas are not appropriate attire). Appropriate attire could range from casual to smart casual for class meetings.
6. Use appropriate language and gestures when participating in course discussions. Attempt to take turns during discussions and not talk over others.
7. Use the chat option to ask questions, if appropriate. Just as in face-to-face classes, use appropriate language that is not offensive or vulgar and refrain from making off topic comments.

8. If the video meeting platform has a “Raise Hand” function, use that function to indicate you have something to say, as appropriate.

9. Do not multitask during the course period unless directed to find information related to the course by the instructor. Wait until after class to read emails, watch videos, or work on other course material.

10. Ask faculty for permission to record the class.

11. When taking an exam, your video feed must be on. Your video view must be of yourself and your work area. Failure to display yourself or your work area may result in a score of 0 for the exam.

12. Certain courses may have additional requirements specific to the nature of the course, which can be found in the course syllabus.

Parties and Responsibilities:

Students are responsible for adhering to the above procedures when participating in courses provided through Zoom or video conferencing platforms. Violations of procedures are addressed by faculty.