

Psychology 267: INTERNSHIP IN SCHOOL PSYCHOLOGY
F - 9: 00 am - 11:50 PM – S2 238
Syllabus for Fall

Dr. Marilyn S. Wilson
S2 354; Ph 278-5129

Office Hours: Mon, 11-1, Thurs. 1-3; Fri. 8-9
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Course Description: The course provides university and school-based supervised internship in school psychology. The student will participate in a supervised field work experience including consultation, intervention design, prevention, assessment, and evaluation of school psychological services. The quantity and quality of the fieldwork experience must meet the accreditation standards for school psychology internships of the California Commission on Teacher Credentialing and National Association of School Psychologists. The student will provide the Psychology Department at California State University, Fresno, operating through the CSUF Professor/Supervisor, with information necessary to evaluate the student's fieldwork performance.

Prerequisites: Students must have a PPS Internship credential from the California Commission on Teacher Credentialing.

General Conditions: Prior to internship placement, the CSUF Professors/Supervisors shall determine that the student is prepared in terms of the following:

- | | | |
|--------------------------|------------------------|----------------------|
| - adaptability | - maturity | - independence |
| - motivation | - conscientiousness | - personal stability |
| - cooperation | - professional conduct | - ethical conduct |
| - professional judgment | - professional skills | - responsibility |
| - knowledge of the field | - communication skills | |

Texts:

- Thomas, A. & Grimes, J. (2002). *Best practices in School Psychology IV* (or *Best Practices V* (2008) Bethesda, MD: National Association of School Psychologists
- Williams, B., Armistead, L., & Jacob, S. (2008). *Professional ethics for school psychologists: A problem-solving model casebook*. Bethesda, MD: National Association of School Psychologists
- California Department of Education (200X). *California Special Education Programs: A Composite of Laws*. Sacramento, CA: Author.
- Suggested: Jacob, S., & Hartshorne, T. (2007). *Ethics and law for school psychologists* (5th ed.). Hoboken, NJ: John Wiley & Sons.

Course Goals and Learning Outcomes: The student will:

1. adhere to the ethical standards espoused by the American Psychological Association, the National Association of School Psychologists, and the California Association of School Psychologists, with conduct becoming a professional psychologist (to be assessed through oral reports and written evaluations from field supervisors and personnel);
2. demonstrate collaboration and consultation, including interpersonal skills necessary to work effectively with students, parents, school personnel (e.g., teachers, administrators, school secretaries, school aides, and custodians), field-based supervisors, peers, and the CSUF School Psychology Professors/Supervisors (to be assessed through oral reports and written evaluations from field supervisors and personnel);
3. demonstrate the ability to communicate effectively through both written and verbal processes

4. (to be assessed through class presentations, on site observations, and case reports); perform in a professional manner as documented by the CSUF Professor/Supervisor and Field Based Supervisors (s) (to be assessed through on site observation, class discussion and individual supervision, and written evaluations);
5. demonstrate the ability to engage in data-based decision making for the identifying strengths and needs in understanding problems, and measuring progress and accomplishments; and collect data and other information, translate assessment results into empirically based decisions about service delivery, and evaluate the outcomes of services (to be assessed through class presentation, on site observations, and case reports);
6. demonstrate the ability to, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve these goals, and evaluate the effectiveness of interventions (to be assessed through class presentations, on site observations and case reports, individual supervision, and written evaluations);
7. demonstrate knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills (to be assessed through class presentations, on site observations and case reports, individual supervision, and written evaluations);
8. demonstrate sensitivity and skills needed to work with individuals of diverse characteristics, and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs (to be assessed through class presentations, on site observations and case reports, individual supervision, and written evaluations);
9. demonstrate knowledge of general education, special education, and other educational and related services; and work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others (to be assessed through class presentations, onsite observations and case reports, individual supervision, and written evaluations);
10. demonstrate knowledge of human development and psychopathology and of associated biological cultural, and social influences on human behavior; and provide and contribute to prevention and intervention programs that promote the mental health and physical well-being of students (to be assessed through class presentations, on site observations and case reports, individual supervision, and written evaluations);
11. demonstrate knowledge of family systems, influences on student development, learning, and behavior, and of methods to involve families in education and service delivery; and work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families (to be assessed through class presentations, onsite observations and case reports, individual supervision, and written evaluations);
12. demonstrate knowledge and understanding of research, statistics, and evaluation methods; translate research into practice, plan and conduct investigations for program evaluations for improvement of services (to be assessed through class case presentations and evaluations from field and university supervisors);
13. demonstrate knowledge of the history and foundations of school psychology, of various models and methods, and of public policy development applicable to children and families (to be assessed through class presentations, on site observations and case reports, individual supervision, and written evaluations);
14. demonstrate knowledge of information sources and technology relevant to school psychology and assess, evaluate and utilize information sources and technology in ways that safeguard or

- enhance the quality of services (to be assessed through class presentations, on site observations and case reports, individual supervision, and written evaluations); and
15. demonstrate a receptive attitude toward learning (as indicated by attendance in the University based course and field experience, as well as timely completion of assignments.

FAILURE TO COMPLY WITH ANY OF THE ABOVE WILL RESULT IN A REVIEW OF THE STUDENT'S CONTINUATION IN THE SCHOOL PSYCHOLOGY PROGRAM.

FURTHERMORE, PLACEMENT IN AN INTERNSHIP/FIELDWORK ASSIGNMENT SHALL NOT CONSTITUTE A GUARANTEE THAT THE STUDENT MAY CONTINUE IN AN INTERNSHIP/FIELDWORK PLACEMENT (See Internship Agreement).

Course Policies: Cell phones should be turned off before coming to class. Talking in class while the professor or someone else is talking is unacceptable. You may work together on assignments; however, written work that is turned in must be your own. Coffee, water, soda, etc. are allowed in class but food is not unless it is a treat for the entire class.

Multicultural Services: Students are expected to provide the best possible services to children of all races, ethnic origins, and creeds. Diversity of all types is to be respected, including, but not limited to, political, philosophical, social and/or ethnic.

Program Policies:

Insurance: Each student is required to obtain professional liability insurance within one month of the placement. Evidence of payment must be presented to the CSUF Professor/Supervisor. Insurance can be obtained at special student rate through insurance carriers who have agreements with the National Association of School Psychologists or the American Psychological Association. The CSUF Professor/Supervisor will provide assistance in securing insurance. You must have this insurance in addition to any insurance the Fieldwork site may provide for you.

Each student is required to present evidence of personal automobile insurance coverage.

Internship Agreements: The university written agreement and district contract must be turned in to the University Professor along with evidence of applying for the internship credential.

Intern's Responsibilities: The student shall perform the duties specified in the internship agreement and those duties must conform to ethical standards. The intern will maintain a log of all duties performed including CSU,F and Field Supervision hours (see attached). The log is due on the dates noted in the Course Schedule. The student will assist the CSUF Professor/Supervisor in making contact with the Field Supervisor(s) by providing telephone numbers and addresses, as well as directions to the site. It is up to the student to arrange site visitations; this task should be accomplished within the first two months of the course. LATE LOGS OR OTHER ASSIGNMENTS, TARDINESS, AND/OR UNEXCUSED CLASS ABSENCES WILL BE CONSIDERED GROUNDS FOR A PROGRAM REVIEW AND DETERMINATION OF THE STUDENT'S READINESS FOR INTERNSHIP PLACEMENT AT THIS TIME.

Internship/Field Based Placements should be selected to provide a full range of professional experiences. In order to meet current NASP/NCATE standards for California State University, Fresno and to obtain the School Psychology Credential, students must complete a minimum of 1200 hours of field based experience. Placement is normally for two semesters - 4 days per week in the schools and supervision on Fridays - 40 hours per week. The alternative is working 2 days per week in the schools for two years, and attending the internship class meetings for all 4 semesters.

School sites primarily concerned with assessment are not acceptable as field based site placements. For school psychology students, responsibilities should include the following:

- prevention activities
- consultation, intervention design, implementation, evaluation
- assessment
- knowledge of community resources
- behavioral observations in natural settings
- individual and group counseling
- evaluation of services
- in-service training conducted and received by the student

The field experience (practicum and/or internship) must be completed in at least two of three settings (preschool, elementary school, middle school, and/or high school). At least one hundred (100) clock hours in internship/fieldwork shall be with at least ten pupils (individually and/or in a group) of a racial/ethnic background different from that of the credential candidate (Section 44225 (b) (4) and 44225 (q), CA Education Code).

Field Based Supervisor's Responsibilities: The Field based Supervisor(s) will meet with the student on a regularly schedule basis for two hours per week with full-time interns; one hour per week with half-time (20 hr) interns. These meetings should be documented in the student's work log. This supervision should occur in a one-to-one setting, but it may include other members of the staff. The Field Based supervisor must sign off on the intern's log sheets to verify accuracy. It is the intern's responsibility to insure that Field-Based supervisors sign off. ***Logs that have not been signed by Field Based Supervisors will not be accepted.***

The Field Supervisor(s) will complete an evaluation form at the end of the semester and send it to the CSUF Professor/Supervisor. The Field Based Supervisor(s) and CSUF Professor/Supervisor will contact one another at least once per month basis to review the student's progress. The Field Based Supervisor should also notify the CSUF Supervisor of any problems or difficulties with the intern.

CSUF Professor/Supervisor Responsibilities: The CSUF Professor/Supervisor will meet with the interns in a three hours per week class for continued professional development. Activities will include student, professor, and guest presentations, discussion of assigned readings, and case studies. Individual appointments will be utilized to discuss specific case loads, problems, and progress. The CSUF Professor/Supervisor will also visit the placement sites at least once during the course of the semester if feasible and will maintain regular contact with field supervisors. The CSUF Professor/Supervisor will evaluate the intern's verbal and written reports, interventions, consultations, and counseling activities, and the evaluations at termination of the internship/fieldwork placement.

The CSUF Professor/Supervisor will give the student evaluative feedback as deemed necessary, by written and verbal communication. An internship/fieldwork experience may be terminated by the CSUF Professor/Supervisor in consultation with the Field Based Supervisor(s) at any time for

probably cause. Reasons for termination include, but are not limited to: problems in interpersonal relationships in the field, unethical conduct, lack of preparation for the experience, and inadequate knowledge and skill level. The student will be given an opportunity to present his/her case to the CSUF and Field Based Supervisors.

University Policies:

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodations for learning and evaluation. For more information, contact Services to Students with Disabilities (278-2811).

Cheating and Plagiarism: "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of another by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. Refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Computers: "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www.csufresno.edu/ITS/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Disruptive Classroom Behavior: "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

Copyright Policy: Copyright laws and fair use policies protect the rights of those who have produced the material. Copies used in this course have been provided for private study, scholarship, and/or research. Other uses may require permission from the copyright holder. The user of the work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page.

<http://www.lib.csufresno.edu/libraryinformation/campus/copyright/copyrtpolicyfull.pdf>

COURSE REQUIREMENTS:

Reports:

- 2 assessment reports
 - All assessments must contain classroom observations with data
 - All assessments must contain evidence of parental input.
 - Reports must be well written and complete, utilizing best practices.
 - Attach copies of scoring page of protocols to reports.
 - Reports must be signed by field supervisor.
 - **Assessment reports without protocols or supervisor signature will not be accepted.**
 - Over the course of 2 semesters you must submit assessments that include the following:
 - One report must be RTI compliant, incorporating CBM or DIBELS intervention data (Indicate the report you are submitting to meet this requirement)
 - One assessment must reflect culturally or linguistic diversity (Indicate the report you are submitting to meet this requirement and HOW culture, language, or diversity impacted the assessment. Must be more than “Larry P so gave adaptive measure”)
 - One must be of a student assessed for MR or ED
 - One must be in an initial evaluation
- 1 counseling report
 - Individual or group counseling case.
 - Counseling reports will include background information, goals, plan, and progress to date. Pre and post/progress DATA are to be included.
- 1 intervention project: academic or behavioral; or blended; (a) individual, (b) classwide (c) or program evaluation of intervention (academic or behavioral) intervention
 - For interventions, include background information, referral questions, hypothesis, assessment/baseline data (GRAPHED), and intervention plan. It is expected that each intern will gather baseline data, and conduct PIIs and PAIs for each intervention case. It is expected the plan will be conducted and a minimum of 1 month / 6 weeks preferred of intervention data will be collected. If a formal Behavior plan is developed for a special education or 504 student, include a copy. Evidence of home school collaboration in planning is required; parental involvement in implementation is desired. You should plan to begin interventions for 2 children each semester as children move, are expelled, are absent, and may not be available for the entire intervention.
 - See me if you plan to do a program evaluation and we will determine the requirements. This would be across at least a semester.

Utilize district templates for assessment reports. Reports are due on dates listed on the schedule. Drafts of reports may be turned in 2 weeks before the due date for feedback. Do not turn in a second report until you have received feedback on the first one. Late reports will not be accepted without prior notification, and points will be subtracted for late reports (see grading section). Reports should meet your district guidelines, but must include background information on student and referral

questions, results of intervention, counseling, or assessment, and recommendations. Recommendations must go beyond special education placement; these should be appropriate recommendations to assist the student regardless of eligibility. Classroom observations and parental input **MUST** be a part of assessments. **Please remove all individual identifying information. Use only first names or initials or XXX.** All information regarding cases will be strictly confidential among class members.

Work Logs:

These are to be handed in monthly **ON THE DATES LISTED. Put them in chronological order and staple.** Paper-clipped or last-to-first ordered logs will not be accepted. Use the EXCEL sheet for the cover sheet; please do not calculate by hand. The logs have been designed to allow you to document your work by area; that is, consultation, assessment, etc. This will permit both you and I to maintain a running account of how much time you are spending in each area and to work with your field supervisor to revise your schedule as needed. The goal is to ensure a well-rounded and comprehensive internship experience.

LOG and SUMMARY SHEET INSTRUCTIONS:

1. Log ALL internship related activities, including lunch, driving time, report writing at home, phone calls to parents, supervisors, thesis work, etc. including those completed during evenings and weekends. (Yes, we assume you WILL be doing most of your report writing during evenings and weekends.) School psychology is NOT an 8 to 5 job.
2. Logging does not mean it is automatically ok to complete during 8-5 days (e.g., thesis data collection) - any atypical activities (e.g., meetings, workshops, thesis work) must be approved by your field supervisor. There are great variations in what is allowed by districts re time to work on thesis, workshops, etc. We would encourage taking part in as much in-service and other learning activities as possible during this year. We anticipate that virtually all thesis work will be completed on your own time (i.e., evenings and weekends).
3. Make copies of your logs for backup **BEFORE** handing them in - just in case they get misplaced. You will NOT be allowed to use the Psychology Department copier for this or any other copying.
4. Be sure to log time with field supervisors, consulting with us, and Friday class as supervision.
5. Logs and a signed copy of the summary sheet must be turned in on the dates due.

Workshop Report:

Interns are required to attend a one day workshop, conference, or in-service or two shorter presentations each semester. At workshops, conferences, and class related field trips you should dress professionally; that is, as a school psychologist, not as a student. Please hand in a one page summary of the professional development activity attended, and share the information with the class in discussion and handouts the next class after the workshop.

Performance Evaluations:

You will need to obtain evaluations of your internship work from your supervisor, an administrator, 2 teachers and a parent. You are to obtain recommendations from different administrators, teachers, and parents **EACH** semester. You need to have evaluations from **ALL** field supervisors **EACH** semester. These are due the first week in December so that we might review them with you during finals week. The forms are in your handbook. I will visit your internship site at least once during the semester and will maintain contact with your local supervisor. We are always available (during

office hours or by appointment) for advice, problem-solving, reality-testing, and encouragement.

Site Visit: This is a time for you to show me your school site; plan to give us a tour and introduce us to the people you work with (e.g., principal, RSP teacher, counselor). Dress appropriately, even if the visit is on a Friday. Schedule a time (15-30 minutes) for me to have a private meeting with your field supervisor(s). Make sure I have accurate directions!!

Professional Portfolio:

You should gather and collate materials for your professional portfolio, such as examples of completed evaluations with identifying information deleted, intervention and nontraditional assessment materials with graphs, certificates from workshops attended, copies of presentation materials from in-services you have given, evidence of passing the NCSP examination, copies of evaluations and letters of recommendation, etc. This will be organized in a three-ring binder and due the beginning of your final semester. The rubric for the evaluation of the portfolio is included in the School Psychology Program handbook.

NASP Portfolio and Practicum Internship Checklist:

Continue inserting data in your NASP portfolio as described in the School Psychology Program Handbook. Update the Practicum/Internship checklist. This is a program requirement.

Class Presentation

Students will work in teams to prepare and present a 45-60 minute in-service for the class. Topics must be preapproved by the professor and contribute new information to your cohort. Topics may be on new assessment tools and techniques, interventions, or other in-service topics. The object of this requirement is to present topics viewed as important to the profession and your future employment as a school psychologist. It is expected that you will search out and reflect upon original research articles, as appropriate, in order to provide relevant information. The presentation should be a Power Point presentation and handouts should be provided. A reference list must be provided to the professor.

GRADING:

1. Submission of a. Internship Agreement (CSU, Fresno) b. Internship Contract (District) – note beginning and ending dates c. Internship credential	15
2. Evidence of a. professional liability b. auto insurance	10
3. Submission of work logs according to the class schedule ^a (10/month)	50
4. Submission of assessment reports including copies of protocol covers/scoring sheet ^{a, b} (2@30 pts)	60
5. Submission of intervention report <u>and reference articles</u> ^{a, b}	50
6. Submission of counseling report and plan. ^{a, b} (1 @ 25 points)	25
7. Class presentation (1 @ 25 pts) ^b	25

8. Evaluation forms from teachers, parent, administrator, and field based supervisor. (5@ 10)	50
9. Workshop report	10
10. Class Attendance ^c 7 @ 10 points	70
11. Class discussion and topical submissions	45
Total	410

^a Logs and reports are due in class on the date assigned. 1/2 credit will be given for reports submitted prior to the next class meeting; 0 points for late logs or reports turned in more than one week late. Late logs or reports will result in a review of your program by School Psychology Program faculty and a remediation plan will be developed immediately. The plan may include counseling, a self-monitoring plan, making up class time at faculty convenience and/or extra reports, papers, or presentations.

^b Content of the materials will determine points awarded. As with all written work, points will be subtracted for grammatical, spelling, or punctuation errors. Errors in scoring or interpretation of assessment results indicate carelessness or that additional practice and training are needed; concerns will be discussed with the intern and at least one additional report required.

^c Attendance is expected at all class sessions.

- Please do not schedule personal or school appointments during internship time.
- It is important to be on time for class.
- You will be allowed two absences. Attendance at the local ABA conference may be substituted for one class. Missing, arriving late, or leaving early for more than 2 classes will result in a review of your program by School Psychology Program faculty. A remediation plan may be developed. The plan may include counseling, a self-monitoring plan, making up class time at faculty convenience and/or extra reports, papers, or presentations. **Substantial absences may result in failing Psych 267 and require an extra semester of internship.**

ASSESSMENT REPORT SCORING

AREA	POINTS POSSIBLE	POINTS	Comments
Reason	1		
Background	2		
Observations	3		
Academic Assessmnt	3		
Soc-Emotional Assessmnt	3		
Intervention	4		
CBM	2		
Other Assessment	5		
Recommendations	3		
Protocols	2		
Reflection	2		
TOTAL	30		

COUNSELING REPORT SCORING

AREA	POINTS POSSIBLE	POINTS	Comments
Reason	2		
Background	3		
Observations	3		
Target Behavior	3		
Plan	5		
Pre – Post data	4		
Recommendations	3		
Reflection	2		
TOTAL	25		

INTERVENTION REPORT SCORING

AREA	POINTS POSSIBLE	POINTS	Comments
Header	3		
Target Behavior	3		
Background Info, previous interventions	5		
Evidence-based Intervention Design	5		
Documented Treatment Integrity	3		
Data (Number of points)	5		
Materials (Include in appendix)	5		
Graph	5		
PEI /Evaluation Interview/ Social Validity	5		
Clarity of Writing	1		
-grammar errors			
Reference Articles	10		
TOTAL	50		

COURSE SCHEDULE

(This schedule is subject to change.)

(If you have not yet attended a thesis formatting workshop, do so this fall.)

Session 1

READING/TOPIC: Overview: Internship organization & paperwork. Review of internship manuals.

ASSIGNMENTS: (1) Name(s), email, and phone numbers for your Field Supervisor(s) and a schedule of your school(s) with phone number for each. (2) copy of auto insurance and professional insurance. (3) Provide copy of internship credential, district contract, and CSUF agreement. (4) Copies of NASP & CASP membership cards (5) Sign up for Presentations

Session 2

No class meeting on campus. (1) Blackboard or Email. Please write a 2-3 page reflection paper on your adjustment to internship! (2) Written list of 3-4 personal goals for internship.

FYI: *Application for fall graduation is due Sept. 8.*

Session 3

READING/TOPIC: Williams, Armistead, & Jacob (2008). Review of ethics (pp. 1-18); Professional competency (pp. 23-26). In-class quiz on ethics.

ASSIGNMENTS: August logs.

Session 4

READING/TOPIC: Williams, Armistead, & Jacob (2008). Professional Relationships (pp. 27-54)

ASSIGNMENT: (1) Discussion of cases. (2) Arrange dates for site visits

Session 5

No class meeting on campus

READING/TOPIC: Williams, Armistead, & Jacob (2008). Professional Practices –

General

Principles (pp. 55-88)

ASSIGNMENT: Email discussion of cases - Due Monday, September 28

Session 6

READING/TOPIC/DISCUSSION: Discussion of Legal and Ethical Issues on Professional Relationships

Presentation #1

ASSIGNMENTS: (1) turn in description of planned intervention (grade of student, targeted behavior, parental permission); (2) September logs,

Session 7

No class meeting on campus

ASSIGNMENT: Email paragraph on an ethical or legal issue you have faced on internship.

Session 8

Field trip (CVRC).

ASSIGNMENT: (1) Turn in baseline data and intervention plan and two reference articles.
(2) Report #1

Session 9

TOPIC: Legal updates

Please select a “recent” (within the last 10 years) case to summarize and discuss.

Suggested Sources: <http://www.wrightslaw.com/caselaw.htm>,
<http://www.geocities.com/athens/styx/7315/subjects/law.html>
http://www.wadleighlaw.com/articles/School/special_education_case_law_recent_decisions_070807.htm

ASSIGNMENT:

Summarize the findings from the case you selected. Compare and contrast with past cases or laws. What are the implications for practice? Due Monday, October 26.

FYI: *October 26 – last date to turn in approved, formatted thesis for fall graduation.*

Session 10

TOPIC: Legal Updates

Presentation #2

ASSIGNMENT: (1) Assessment Report #2

Session 11

Local ABA Conference (Attendance recommended)

Session 12

Presentation #3

ASSIGNMENT: (1) October logs

Session 13

READING/TOPIC: Supervision

Sullivan, J. R., & Conoley, J. C., (2008). Best practices in supervision of interns. In A. Thomas & J. Grimes (Eds.) *Best practices in school psychology-V (pp. 1957-1974)*.

Allison, R., & Upah, K., (2008). Best practices in supervising and leading school psychology staff to operationalize system-level supports. In A. Thomas & J. Grimes (Eds.) *Best practices in school psychology-V (pp. 1991-2013)*.

ASSIGNMENTS: (1) Describe qualities of an outstanding field supervisor
(2) Make sure evaluation forms are distributed before Thanksgiving break.
(3) Report #3

NO CLASS - Thanksgiving

Session 14

TOPIC: All present intervention cases (10 minutes each)

ASSIGNMENTS: (1) November Logs, (2) Intervention case report, (3) Schedule evaluation meetings

Session 15

Furlough Day (No class meeting).

ASSIGNMENT: All internship evaluations due

Session 16

FINALS WEEK

(1) *December logs due;*

(2) NASP Portfolios and Practicum/Internship checklist due

Individual appointments if all required materials have been turned in. No appointment for final review meeting will be made (and therefore no credit given for the course) until I have received all field evaluations and other course materials.

Grades will not be posted without December logs.

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Syllabus for Spring

Dr. Marilyn S. Wilson
S2 354; Ph 278-5129

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5. demonstrate the ability to engage in data-based decision making for the identifying strengths and needs in understanding problems, and measuring progress and accomplishments; and collect data and other information, translate assessment results into empirically based decisions about service delivery, and evaluate the outcomes of services (to be assessed through class presentation, on site observations, and case reports);
6. demonstrate the ability to, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve these goals, and evaluate the effectiveness of interventions (to be assessed through class presentations, on site observations and case reports, individual supervision, and written evaluations);
7. demonstrate knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills (to be assessed through class presentations, on site observations and case reports, individual supervision, and written evaluations);
8. demonstrate sensitivity and skills needed to work with individuals of diverse characteristics, and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs (to be assessed through class presentations, on site observations and case reports, individual supervision, and written evaluations);
9. demonstrate knowledge of general education, special education, and other educational and related services; and work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others (to be assessed through class presentations, onsite observations and case reports, individual supervision, and written evaluations);
10. demonstrate knowledge of human development and psychopathology and of associated biological cultural, and social influences on human behavior; and provide and contribute to prevention and intervention programs that promote the mental health and physical well-being of students (to be assessed through class presentations, on site observations and case reports, individual supervision, and written evaluations);
11. demonstrate knowledge of family systems, influences on student development, learning, and behavior, and of methods to involve families in education and service delivery; and work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families (to be assessed through class presentations, onsite observations and case reports, individual supervision, and written evaluations);
12. demonstrate knowledge and understanding of research, statistics, and evaluation methods; translate research into practice, plan and conduct investigations for program evaluations for improvement of services (to be assessed through class case presentations and evaluations from field and university supervisors);
13. demonstrate knowledge of the history and foundations of school psychology, of various models and methods, and of public policy development applicable to children and families (to be assessed through class presentations, on site observations and case reports, individual supervision, and written evaluations);
14. demonstrate knowledge of information sources and technology relevant to school psychology and assess, evaluate and utilize information sources and technology in ways that safeguard or enhance the quality of services (to be assessed through class presentations, on site observations and case reports, individual supervision, and written evaluations); and
15. demonstrate a receptive attitude toward learning (as indicated by attendance in the University based course and field experience, as well as timely completion of assignments).

FAILURE TO COMPLY WITH ANY OF THE ABOVE WILL RESULT IN A REVIEW OF THE STUDENT'S CONTINUATION IN THE SCHOOL PSYCHOLOGY PROGRAM. FURTHERMORE, PLACEMENT IN AN INTERNSHIP/FIELDWORK ASSIGNMENT SHALL NOT CONSTITUTE A GUARANTEE THAT THE STUDENT MAY CONTINUE IN AN INTERNSHIP/FIELDWORK PLACEMENT (See Internship Agreement).

COURSE GOALS LINKED TO NASP STANDARDS

1. Data-based decision-making and accountability
2. Consultation and collaboration
3. Effective instruction and development of cognitive/academic skills
4. Socialization and development of life skills
5. Student diversity in development and learning
6. School and systems organization, policy development and climate
7. Prevention, crisis intervention, & mental health
8. Home/school/ community collaboration
9. Research and program evaluation
10. School psychology practice and development
11. Information technology

Course Policies: Cell phones should be turned off before coming to class. Talking in class while the professor or someone else is talking is unacceptable. You may work together on assignments; however, written work that is turned in must be your own.

Multicultural Services: Students are expected to provide the best possible services to children of all races, ethnic origins, and creeds. Diversity of all types is to be respected, including, but not limited to, political, philosophical, social and/or ethnic.

Program Policies:

Intern's Responsibilities: The student shall perform the duties specified in the internship agreement and those duties must conform to ethical standards. The intern will maintain a log of all duties performed including CSUF and Field Supervision hours (see attached). The log is due on the dates noted in the Course Schedule. The student will assist the CSUF Professor/Supervisor in making contact with the Field Supervisor(s) by providing telephone numbers and addresses, as well as directions to the site. It is up to the student to arrange site visitations; this task should be accomplished within the first two months of the course. LATE LOGS OR OTHER ASSIGNMENTS, TARDINESS, AND/OR UNEXCUSED CLASS ABSENCES WILL BE CONSIDERED GROUNDS FOR A PROGRAM REVIEW AND DETERMINATION OF THE STUDENT'S READINESS FOR INTERNSHIP PLACEMENT AT THIS TIME.

Internship/Field Based Placements should be selected to provide a full range of professional experiences. In order to meet current NASP/NCATE standards for California State University, Fresno and to obtain the School Psychology Credential, students must complete a minimum of 1200 hours of field based experience. Placement is normally for two semesters - 4 days per week in the schools and supervision on Fridays - 40 hours per week. The alternative is working 2 days per week in the schools for two years, and attending the internship class meetings for all 4 semesters.

School sites primarily concerned with assessment are not acceptable as field based site placements. For school psychology students, responsibilities should include the following:

- prevention activities
- intervention design, implementation, evaluation
- assessment
- consultation
- knowledge of community resources
- behavioral observations in natural settings
- individual and group counseling
- evaluation of services
- in-service training conducted and received by the student

The field experience (practicum and/or internship) must be completed in at least two of three settings (preschool, elementary school, middle school, and/or high school). At least one hundred (100) clock hours in internship/fieldwork shall be with at least ten pupils (individually and/or in a group) of a racial/ethnic background different from that of the credential candidate (Section 44225 (b) (4) and 44225 (q), CA Education Code). It is the student's responsibility to indicate on the work log those cases that comply with this requirement.

Field Based Supervisor's Responsibilities: The Field based Supervisor(s) will meet with the student on a regularly schedule basis for two hours per week with full-time interns; one hour per week with half-time (20 hr) interns. These meetings should be documented in the student's work log. This supervision should occur in a one-to-one setting, but it may include other members of the staff. The Field Based supervisor must sign off on the intern's log sheets to verify accuracy. It is the intern's responsibility to insure that Field-Based supervisors sign off. ***Cover sheets that have not been signed by Field Based Supervisors will not be accepted.***

The Field Supervisor(s) will complete an evaluation form at the end of the semester and send it to the CSUF Professor/Supervisor. The Field Based Supervisor(s) and CSUF Professor/Supervisor will contact one another at least once per month basis to review the student's progress. The Field Based Supervisor should also notify the CSUF Supervisor of any problems or difficulties with the intern.

CSUF Professor/Supervisor Responsibilities: The CSUF Professor/Supervisor will meet with the interns in a three hours per week class for continued professional development. Activities will include student, professor, and guest presentations, discussion of assigned readings, and case studies. Individual appointments will be utilized to discuss specific case loads, problems, and progress. The CSUF Professor/Supervisor will also visit the placement sites at least once during the course of the semester and will maintain regular contact with field supervisors. The CSUF Professor/Supervisor will evaluate the intern's verbal and written reports, interventions, consultations, and counseling activities, and the evaluations at termination of the internship/fieldwork placement.

The CSUF Professor/Supervisor will give the student evaluative feedback as deemed necessary, by written and verbal communication. An internship/fieldwork experience may be terminated by the CSUF Professor/Supervisor in consultation with the Field Based Supervisor(s) at any time for probably cause. Reasons for termination include, but are not limited to: problems in interpersonal relationships in the field, unethical conduct, lack of preparation for the experience, and inadequate knowledge and skill level. The student will be given an opportunity to present his/her case to the CSUF and Field Based Supervisors.

COURSE REQUIREMENTS:

Reports:

- 2 assessment reports
 - All assessments must contain classroom observations with data
 - All assessments must contain evidence of parental input.
 - Reports must be well written and complete, utilizing best practices.
 - One report must be RTI compliant, incorporating CBM or DIBELS intervention data (Indicate the report you are submitting to meet this requirement)
 - One assessment must be with a student from a culturally or linguistically diverse background (Indicate the report you are submitting to meet this requirement)
- 1 counseling report
 - Individual or group counseling case.
 - Counseling reports will include background information, goals, plan, and progress to date. Pre and post/progress DATA are to be included.
- 1 intervention project: academic or behavioral; the other type due next semester
 - Include background information, referral questions, hypothesis, assessment/baseline data (GRAPHED), and intervention plan. It is expected that each intern will gather baseline data, and conduct PIs and PAIs for each intervention case. It is expected the plan will be conducted and a minimum of 1 month / 6 weeks preferred of intervention data will be collected. If a formal Behavior plan is developed for a special education or 504 student, include a copy. Evidence of home school collaboration in planning is required; parental involvement in implementation is desired. You should plan to begin interventions for 2 children each semester as children move, are expelled, are absent, and may not be available for the entire intervention.

Utilize district templates for assessment reports. Reports are due on dates listed on the schedule. Drafts of reports may be turned in 2 weeks before the due date for feedback. Late reports will not be accepted without prior notification, and points will be subtracted for late reports (see grading section). Reports should meet your district guidelines, but must include background information on student and referral questions, results of intervention, counseling, or assessment, and recommendations. Recommendations must go beyond special education placement; these should be appropriate recommendations to assist the student regardless of eligibility. Classroom observations and parental input **MUST** be a part of assessments. **Please remove all individual identifying information. Use only first names or initials or XXX.** All information regarding cases will be strictly confidential among class members.

Work Logs:

These are to be handed in monthly **ON THE DATES LISTED. Put them in chronological order and staple.** Paper-clipped or last-to-first ordered logs will not be accepted. Use the EXCEL sheet for the cover sheet; please do not calculate by hand. The logs have been designed to allow you to document your work by area; that is, consultation, assessment, etc. This will permit both you and I to maintain a running account of how much time you are spending in each area and to work with your field supervisor to revise your schedule as needed. The goal is to ensure a well-rounded and comprehensive internship experience.

LOG and SUMMARY SHEET INSTRUCTIONS:

6. Log ALL internship related activities, including lunch, driving time, report writing at home, phone calls to parents, supervisors, thesis work, etc. including those completed during evenings and weekends. (Yes, we assume you WILL be doing most of your report writing during evenings and weekends.) School psychology is NOT an 8 to 5 job.
7. Logging does not mean it is automatically ok to complete during 8-5 days (e.g., thesis data collection) - any atypical activities (e.g., meetings, workshops, thesis work) must be approved by your field supervisor. There are great variations in what is allowed by districts re time to work on thesis, workshops, etc. We would encourage taking part in as much in-service and other learning activities as possible during this year. We anticipate that virtually all thesis work will be completed on your own time (i.e., evenings and weekends).
8. Make copies of your logs for backup BEFORE handing them in - just in case they get misplaced. You will NOT be allowed to use the Psychology Department copier for this or any other copying.
9. Be sure to log time with field supervisors, consulting with us, and Friday class as supervision.
10. Logs and a signed copy of the summary sheet must be turned in on the dates due.

Workshop Report:

Interns are required to attend a **one day** (or 2 half days) workshop, conference, or in-service each semester. At workshops, conferences, and class related field trips you should dress professionally; that is, as a school psychologist, not as a student. Jeans are not appropriate for these activities. Please hand in a one page summary of the professional development activity attended and handouts the next class after the workshop. Be prepared to share the information with the class.

Performance Evaluations:

You will need to obtain evaluations of your internship work from your supervisor, an administrator, 2 teachers and a parent. You are to obtain recommendations from different administrators, teachers, and parents EACH semester. You need to have evaluations from ALL field supervisors EACH semester. These are due prior to finals week so that we might review them with you during finals week. The forms are in your handbook. I will visit your internship site at least once during the semester and will maintain contact with your local supervisor. We are always available (during office hours or by appointment) for advice, problem-solving, reality-testing, and encouragement.

Site Visit: This is a time for you to show me your school site; plan to give us a tour and introduce us to the people you work with (e.g., principal, RSP teacher, counselor). Dress appropriately, even if the visit is on a Friday. Schedule a time (15-30 minutes) for me to have a private meeting with your field supervisor(s). Make sure I have accurate directions!!

Professional Portfolio:

You should gather and collate materials for your professional portfolio, such as examples of completed evaluations with identifying information deleted, intervention and nontraditional assessment materials with graphs, certificates from workshops attended, copies of presentation materials from in-services you have given, evidence of passing the NCSP examination, copies of evaluations and letters of recommendation, etc. This will be organized in a three-ring binder. The rubric for the evaluation of the portfolio is included in the School Psychology Program handbook.

NASP Portfolio and Practicum Internship Checklist:

Continue inserting data in your NASP portfolio as described in the School Psychology Program

Handbook. Update the Practicum/Internship checklist. This is a program requirement.

Grading: The course is graded. 93-100% = A; 83 - 92% = B; 70-82% = C; 60% = D; <60% = F

1. Submission of work logs according to the class schedule ^a (10/month)	40
2. Class Attendance 9 @ 5 points	45
3. Workshop report and class presentation	20
4. Submission of assessment reports ^{a, b, c} (2@30 pts)	60
5. Submission of intervention report <u>and reference articles</u> (1 @ 50 pts) ^{a, b}	50
6. Submission of counseling reports and plan. ^{a, b} (1 @ 25 points)	25
7. Exemplary School Psychologist paper	20
8. Continuing Professional Development paper	20
9. Community resources	10
10. Evaluation forms from teachers, parent, administrator, and field based supervisor. (5@ 10)	50
11. NASP Portfolio & updated checklist	20
12. Professional Portfolio & resume	20
13. CASP/NASP Proposal	20
Total	400

^a Logs and reports are due in class on the date assigned. 1/2 credit will be given for logs or reports submitted prior to the next class meeting; 0 points for materials turned in more than one week late. **Unsigned cover sheets will be considered late and receive ½ credit. Reports may be turned in early!** (However, you may not turn in a 2nd report until you have received feedback on the previous one.)

^b Content of the materials will determine points awarded. As with all written work, points will be subtracted for grammatical, spelling, or punctuation errors. Errors in scoring or interpretation of assessment results indicate carelessness or that additional practice and training are needed; concerns will be discussed with the intern and at least one additional report required. Rewriting and resubmission of reports may be required.

^c Requirements for assessment reports will be individualized based on previous documented assessments. All interns need to demonstrate experience with assessment of SLD, MR, and ED over the course of years 2 and 3 in the program. Assessments focusing on autism or ADHD may be utilized for the ED or MR categories. In addition, interns are responsible for identifying parental contributions to assessment and the utilization of CBM/DIBELS in an assessment.

- Attendance is expected at all class sessions. This class is your first responsibility on Fridays – not your internship site! Please do not schedule personal or school appointments during internship time.

- It is important to be on time for class. Class starts at 9:00 - students arriving after 9:05 will be considered late. Attendance points will be subtracted for tardiness.
- *Missing, being late, or leaving early for more than 2 classes will result in a review of your program by school psychology faculty and development of a remediation plan. This plan may include counseling, a self-monitoring plan, making up class time over break and/or the following summer, or extra reports or papers. Continued tardiness or excess absences will result in grade of incomplete or no credit for the semester.*

ASSESSMENT REPORT SCORING

AREA	POINTS POSSIBLE	POINTS	Comments
Reason	1		
Background	2		
Observations	3		
Academic Assessmnt	3		
Soc-Emotional Assessmnt	3		
Intevention	4		
CBM	2		
Other Assessment	5		
Recommendations	3		
Protocols	2		
Reflection	2		
TOTAL	30		

COUNSELING REPORT SCORING

AREA	POINTS POSSIBLE	POINTS	Comments
Reason	2		
Background	3		
Observations	3		
Target Behavior	3		
Plan	5		
Pre – Post data	4		
Recommendations	3		
Reflection	2		
TOTAL	25		

INTERVENTION REPORT SCORING

AREA	POINTS POSSIBLE	POINTS	Comments
Header	3		
Target Behavior	3		
Background Info, previous interventions	5		
Evidence-based Intervention Design	5		
Documented Treatment Integrity	3		
Data (Number of points)	5		
Materials (Include in appendix)	5		
Graph	5		
PEI /Evaluation Interview/ Social Validity	5		
Clarity of Writing	1		
-grammar errors			
Reference Articles	10		
TOTAL	50		

Subject to change: This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

CALENDAR OF EVENTS

- Session 17** **WELCOME BACK!** Semester overview.
Review list of accomplishments and personal goals for internship.
ASSIGNMENTS: Turn in December logs.
ASSIGNMENTS: Update information on Field Supervisor(s) and schedule of school(s) with phone numbers / emails.
- Session 18** **No class meeting**
ASSIGNMENT: Characteristics of an exemplary school psychologist: (2-3 pages, 3 references). See **CASP website – awards – for criteria for their OSP (Outstanding School Psychologists) and NASP website for School Psychologist of the Year award information. Email to me by 5 pm Monday, Feb. 1**
- Session 19** **DISCUSSION TOPIC: Exemplary School Psychologists**
ASSIGNMENTS: Turn in January logs.
Friday, February 5: Last day to apply for a degree to be granted in Spring 2009. Forms available online. Signatures required.
- Session 20** **NO class meeting**
TOPIC: Continuing Professional Development
Armistead, L., (2008). Best practices in continuing professional development for school psychologists. In A. Thomas & J. Grimes (Eds.) *Best practices in school psychology-V (pp. 1975-1989)*.
ASSIGNMENT: Write a 2-3 page paper on how you plan to continue your own professional development over two years following graduation: consider personal goals re specialization, professional memberships, local training opportunities, self study, online offerings, finding a mentor and peer support groups, NCSP requirements.
- Session 21** **TOPIC: Continuing Professional Development and NCSP discussion**
ASSIGNMENT: (1) Arrange spring site visits; (2) Turn in description of planned intervention (grade of student, targeted behavior, parental permission)
- Session 22** **TOPIC: Technology and Ethical Issues**
Pfohl, W. & Pfohl, V. (2008). Best practices in technology. . In A. Thomas & J. Grimes (Eds.) *Best practices in school psychology-V (pp. 1885-1900)*.
Guest speaker – meet at Center for Students with Disabilities on campus at 9 am.
- Session 23** **NASP/CASP Conference – no class**
If not attending either, recommend: Lozano Smith Legal workshop in Clovis

- Session 24** **TOPIC: Trends in the field: CASP & NASP Sharing, Futures discussion**
ASSIGNMENTS: (1) Report # 1; (2) Turn in February logs
Bring resume and Professional Portfolio for cohort feedback.
Intervention progress report. One to two pages on background and target behavior.
- Session 25* *Completed, approved thesis final drafts due in the Graduate Office for Spring 2009 Graduation.*
- Session 26** **No class meeting**
ASSIGNMENT: Two to three page paper on how technology is changing or could be used to change the fields of school psychology and special education.
- Session 29** **TOPIC: Community Mental Health Resources. Guest: Bill Stout, FCOE/Tielman**
Bring information and brochures to share with your cohort on a community resource.
Assignment: Baseline data and intervention plan with two reference articles..

Spring Break

- Session 30** **TOPIC: Crisis Intervention:** Guest speaker - Tammie Fay of Sanger
ASSIGNMENTS: (1) Report # 2; (2) March logs; (3) Revised Professional Portfolio Due
- Session 31** **No class meeting**
ASSIGNMENT: Email 2 page description of a crisis at your school this year and how it was handled. Note resources that might be developed to support your school in future situations.
- Session 32** **TOPIC: Job hunting and interviewing**
ASSIGNMENTS: Report # 3
- Session 33** **No class meeting**
Assignment: Prep thesis poster or paper presentation for Grad Symposium
- Session 34** **Grad symposium May 6th** 1-8 pm in the new library. Attendance and presentation required.
- Session 35** **TOPIC: All present intervention cases.** PowerPoint with handouts for class.
ASSIGNMENTS: Intervention report & April logs
ASSIGNMENTS: CASP/NASP Proposal
- Session 36** **No class meeting**
READING DAY – Campus Furlough

Session 37 **FINALS WEEK.** NASP Portfolios due
Individual appointments if all required materials have been turned in. No appointment for final evaluation will be made (and therefore no grade given for the course) until I have received all evaluations and other course materials.

5/21 **Hooding Ceremony at 7 pm.**

May 21: Master's Degree Clearance Forms due in the Graduate Office for spring graduates. Students need to initiate the Clearance Form. All course paperwork must be on file.

Saturday, May 22: FYI: Commencement at 9 am.

***PPS Credential:** I will complete my part after I have received all grades. You may turn in your portion to the credentials office after your degree is posted – approximately 4-8 weeks after graduation.*

University Policies

Cheating and Plagiarism: "Cheating is the practice of fraudulent or deceptive acts for the purpose of improving a grade or obtained course credit. Typically, such acts occur in relation to examinations. It is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student which are intended to gain an unearned academic advantage by fraudulent or deceptive means" (CSU, Fresno, Faculty Handbook, 1990-92, p. 97).

"Plagiarism is a specific form of cheating that consists of the misuse of the published and/or unpublished works of another by representing the material so used as one's own work." (CSU, Fresno, Faculty Handbook, 1990-92, p. 97).

The Professor expects students to maintain honesty and integrity in their academic performance and professional conduct. Suspicions of cheating and plagiarism will be dealt with according to the Academic Policy Manual of the CSU, Fresno. If the student has questions regarding the actions that would or would not be acceptable behavior as relating to cheating and plagiarism, it is the responsibility of the student to clarify such activities with the Professor. Furthermore, if a student observes another student(s) cheating or plagiarizing, the student should confront the student(s) directly and notify the Professor. For more information on the University's policy regarding cheating and plagiarism, refer to the Schedule of Courses (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies & Regulations).

Discrimination: In addition, accusations of racism, prejudice, or bias are considered intolerable by the Professor. Any suggestions or evidence of such will result in dismissal of the student from the course and the program. Due process will be afforded to the student in question.

Disruptive Classroom Behavior: The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may

lead to disciplinary action and/or removal from the class and the program. Cell phones should be turned off during class time except in cases of family emergencies. Food may not be consumed in class unless treats are provided for the entire class. Beverages are allowed.

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in University Center Room 5 (278-2811).

Honor Code: “Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities.” You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Computers: "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www.csufresno.edu/ITS/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources." Laptop computers may be used in class only with approval of the instructor.

Copyright policy: Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page:

www.csufresno.edu/library/libraryinformation/campus/copyright/copyrtpolicyfull.pdf

New University Drop Policy:

Please note new procedures for dropping courses this semester. Those dropping courses late (Feb. 18-April 21) for serious & compelling reasons must have a *documented* serious and compelling reason (e.g., doctor’s note for illness). Reasons such as “I am failing the course” or “I have had a change in work schedule” will not be considered serious and compelling. Students who drop a course late without an accepted serious and compelling reason will receive a failing grade in the course.