Program Report for the
Preparation of School Psychologists
National Association of School Psychologists (NASP)

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

> **The online program report form below will be required for all FULL reviews for approval or re-approval beginning in 2007. Directions for online submission are located at**
> **http://www.nasponline.org/standards/approvedtraining/training_program.aspx**

C O V E R   S H E E T

Institution University of Louisiana at Monroe   **State LA**

Date submitted February 1, 2007

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Program documented in this report:
    Name of institution's program (s) Specialist in School Psychology
    Levels for which candidates are being prepared [1]:

                X Specialist   □ Doctoral
    Degree or award levels[1] SSP

    Specific titles of degrees/awards that appears in official institutional documentation, such as transcripts, for program completers (e.g. Ed.S. in School Psychology, Certificate of Advanced Graduate Studies in School Psychology, PhD in Educational Psychology-School Psychology, etc.):
    Specialist in School Psychology

    Is this program offered at more than one site? [1] □ Yes X No
       If yes, list the sites at which the program is offered

    Title of the certificate/state license for which candidates are prepared
    Ancillary Certificate – Level B

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[1] These questions might be a Q&A link rather than including them as part of the directions. They should also be included in a set of guidelines for institutions preparing program reports.

Program report status:

    X   Initial Review

       Response to a Not Recognized Decision

    ☐ **Response to National Recognition With Conditions**

State certificate/licensure requirement for national recognition:

NCATE requires 80% of the program completers who have taken the test to pass the applicable state certificate/licensure test for the content field, if the state has a testing requirement. Test information and data must be reported in Section IV. Does your state require such a test?

    ☐ **Yes**   **X No**

[1] *What if the program is offered at different levels or in different tracks (e.g., at the specialist and doctoral level)?* If assessments are the same across the different levels/tracks, one report may be submitted. However, the assessment results must be disaggregated for each program level/track. If assessments are different across the different levels/tracks, a separate program report must be submitted for each program level/track. *In the case of specialist and doctoral level programs in school psychology, separate responses to standards and separate assessment results are needed, although some common documentation may be submitted.* If you are unsure whether to submit one or multiple reports, please contact NASP.

What if the program is offered at the main campus and also through one or more off campus/satellite sites, as joint program with another institution, or through distance education? If the program, faculty, and associated assessments are the same on the main campus and the off-campus/alternative sites or methods, one report may be submitted. However, the assessment results must be disaggregated for each site. If the program, faculty, and/or associated assessments are different on campus than in the alternative sites, a separate program report must be submitted for each site. If you are unsure whether to submit one or multiple reports, please contact NASP.

SECTION II— LIST OF ASSESSMENTS

In this section, list the 6-8 assessments that are being submitted as evidence for meeting NASP standards. All programs must provide a minimum of six assessments. If your state does not require a state certification test in school psychology, you must substitute data from the Praxis II in School Psychology to show attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

	Name of Assessment[1]	Type or Form of Assessment[2]	When the Assessment Is Administered[3]
1	**(Required)-CONTENT KNOWLEDGE:** This must be a state or national school psychology credentialing exam. If your state does not require a school psychology credentialing exam, then the Praxis II in School Psychology must be required. Indicate the name of the test: **Praxis II in School Psychology**	The Praxis II in School Psychology is a national test of knowledge regarding principles and practices in the field. Results may be used toward gaining national certification as a school psychologist.	Students are required to take this test prior to program completion (i.e., graduation with the specialist degree). Students are directed to take the test after completion of all coursework (typically after the 2nd year of program participation).
2	**(Required)-CONTENT KNOWLEDGE:** Program or course-embedded assessment of candidate knowledge. This might consist of a comprehensive examination, an oral or qualifying exam, an exam embedded in one or more courses that all candidates complete, and/or grades for courses in which NASP Standards 2.1-2.11 are addressed. Programs may use a combination of program or course-embedded content assessment methods. **Assessment Used: Faculty Assessment of Student Yearly Progress**	This assessment employs a combination of the master's level comprehensive examination as well as evaluation of course-embedded assessments and satisfactory course completion.	Course-embedded assessments and course grades and completion rates are evaluated yearly. The comprehensive examination component of this evaluation is administered and evaluated as part of this assessment during the 2nd year of program participation.
3	**(Required)-PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS:** Assessment in practica that demonstrates candidates can effectively <u>plan</u> the professional responsibilities required of a school psychologist.	The practicum portfolio allows evaluation of a compilation of performance-based plans and activities completed by practicum	Although portfolio components are reviewed throughout the year, students are required to submit the final version

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[1] Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.
[2] Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).
[3] Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course titles and numbers], or completion of the program).

Name of Assessment[1]	Type or Form of Assessment[2]	When the Assessment Is Administered[3]
Assessment Used: <u>Practicum Portfolio</u>	students.	of the Practicum Portfolio at the end of the 2nd semester of practicum activities (typically during the 2nd year of program participation.)
4 **(Required)- PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: INTERN EVALUATIONS BY FIELD SUPERVISORS.** Assessment that demonstrates candidates' knowledge, skills, and professional work characteristics/dispositions are applied effectively in practice during internship. **Assessment Used: <u>Evaluation of Student Progress</u>**	This survey of intern performance in the applied setting relative to professional competencies and dispositions is presented in a Likert format for evaluation by field supervisors.	The survey is completed at least 3 times (beginning, middle, end) during the internship experience which typically occurs during the 3rd year of program participation.
5 **(Required)- PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: COMPREHENSIVE, PERFORMANCE-BASED ASSESSMENT OF CANDIDATE ABILITIES EVALUATED BY FACULTY DURING INTERNSHIP.** Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice. **Assessment Used: <u>Internship Portfolio</u>**	The internship portfolio allows evaluation of a compilation of performance-based activities completed by interns.	This portfolio is required for each semester of internship participation which typically occurs during the 3rd year of program participation.
6 **(Required)-EFFECTS ON STUDENT LEARNING ENVIRONMENTS AND/OR LEARNING:** Assessment that demonstrates that candidates are able to integrate domains of knowledge and apply professional skills in delivering a comprehensive range of services evidenced by measurable positive impact on children, youth, families, and other consumers. NOTE: You need not have a separate assessment of this area if it is addressed by assessment 5. Simply refer to the particular assessment(s) and aggregate the relevant data (e.g., particular items or sections of an assessment) **Assessment Used: <u>Counseling/Intervention and Educational Case Studies</u>**	The counseling/intervention and educational case studies are data-driven and performance-based portions of the internship portfolio.	The counseling/intervention and educational case studies are required components of the portfolio submitted at the end of the 2nd semester of internship participation which typically occurs during the 3rd year of program participation
7 **(Optional): Additional assessment that addresses NASP Domains.** Examples of assessments include comprehensive or qualifying exams, exit surveys, alumni and/or employer follow-	These surveys evaluate average intern performance in settings where multiple students have been placed and alumni	These surveys are administered at approximately 5 year intervals. Most recent surveys were completed in 2006.

Name of Assessment[1]	Type or Form of Assessment[2]	When the Assessment Is Administered[3]
ups, theses, case studies, simulations, or similar measures. **Assessment Used: Employer and Alumni Surveys**	evaluation of program preparation for post graduation settings.	
8 **(Optional): Additional assessment that addresses NASP Domains.** Examples of assessments include comprehensive or qualifying exams, exit surveys, alumni and/or employer follow-ups, theses, case studies, simulations, or similar measures. **Assessment Used: Thesis**	The thesis is a data-based project that evaluates students' ability to plan, implement, evaluate, and report empirical research.	The thesis is typically completed by students during the 2nd year of program participation. It must be completed prior to graduation with the master's degree and before the beginning of internship activities.

SECTION III—STANDARDS ASSESSMENT CHART

For each of the domains under NASP Standard II on the chart below, identify the assessment(s) listed in Section II that correspond to each respective NASP domain (2.1 – 2.11). One assessment may apply to multiple NASP Domains. However, in order for an assessment to be listed for a Domain, aggregated data *specific to that Domain* must be provided (see Section IV). Note: *At a minimum, programs are required to check Assessments #2 and #4 for all domains. Programs must provide aggregated data specific to each of the 11 Domains for all indicated assessments.*

NASP STANDARDS	APPLICABLE ASSESSMENTS
I. PROGRAM CONTEXT/STRUCTURE School psychology training is delivered within a context of program values and clearly articulated training philosophy/mission, goals, and objectives. Training includes a comprehensive, integrated program of study delivered by qualified faculty, as well as substantial supervised field experiences necessary for the preparation of competent school psychologists whose services positively impact children, youth, families, and other consumers.	Information is provided in Section I.
DOMAINS OF SCHOOL PSYCHOLOGY TRAINING AND PRACTICE School psychology candidates demonstrate entry-level competency in each of the following domains of professional practice. Competency requires both knowledge and skills. School psychology programs ensure that candidates have a foundation in the knowledge base for psychology and education, including theories, models, empirical findings, and techniques in each domain. School psychology programs ensure that candidates demonstrate the professional skills necessary to deliver effective services that result in positive outcomes in each domain. The domains below are not mutually exclusive and should be fully integrated into graduate level curricula, practica, and internship.	
2.1 Data-Based Decision-Making and Accountability: School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data-based decision-making permeates every aspect of professional practice.	X#1 X#2 X#3 X#4 X#5 ☐#6 X#7 ☐#8
2.2 Consultation and Collaboration: School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.	X#1 X#2 ☐#3 X#4 ☐#5 ☐#6 X#7 ☐#8
2.3 Effective Instruction and Development of Cognitive/Academic Skills: School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such	☐#1 X#2 ☐#3 X#4 ☐#5 X#6 X#7 ☐#8

NASP STANDARDS	APPLICABLE ASSESSMENTS
interventions include, but are not limited to, instructional interventions and consultation.	
2.4 Socialization and Development of Life Skills: School psychologists have 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. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness limited to, consultation, behavioral assessment/intervention, and counseling.	☐#1 **X**#2 **X**#3 **X**#4 **X**#5 **X**#6 **X**#7 ☐#8
2.5 Student Diversity in Development and Learning: School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the 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.	☐#1 **X**#2 ☐#3 **X**#4 ☐#5 ☐#6 **X**#7 ☐#8
2.6 School and Systems Organization, Policy Development, and Climate: School psychologists have knowl-edge of general education, special education, and other educational and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.	**X**#1 **X**#2 ☐#3 **X**#4 ☐#5 ☐#6 **X**#7 ☐#8
2.7 Prevention, Crisis Intervention, and Mental Health: School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students.	☐#1 **X**#2 ☐#3 **X**#4 ☐#5 **X**#6 **X**#7 ☐#8
2.8 Home/School Community Collaboration: School psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.	☐#1 **X**#2 ☐#3 **X**#4 **X**#5 ☐#6 **X**#7 ☐#8
2.9 Research and Program Evaluation: School psychologists have knowledge of research, statistics, and evaluation methods. 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.	☐#1 **X**#2 ☐#3 **X**#4 ☐#5 ☐#6 **X**#7 **X**#8
2.10 School Psychology Practice and Development: School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.	**X**#1 **X**#2 **X**#3 **X**#4 **X**#5 ☐#6 **X**#7 ☐#8

NASP STANDARDS	APPLICABLE ASSESSMENTS
2.11 Information Technology: School psychologists have knowledge of information sources and technology relevant to their work. School psychologists access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.	☐#1 **X**#2 ☐#3 **X**#4 ☐#5 ☐#6 ☐#7 **X**#8
III. FIELD EXPERIENCES/INTERNSHIP School psychology candidates have the opportunities to demonstrate, under conditions of appropriate supervision, their ability to apply their knowledge, to develop specific skills needed for effective school psychological service delivery, and to integrate competencies that address the domains of professional preparation and practice outlined in these standards and the goals and objectives of their training program.	Information is provided in Section I.
IV. PERFORMANCE-BASED PROGRAM ASSESSMENT AND ACCOUNTABILITY School psychology training programs employ systematic, valid evaluation of candidates, coursework, practica, internship, faculty, supervisors, and resources and use the resulting information to monitor and improve program quality. A key aspect of program accountability is the assessment of the knowledge and capabilities of school psychology candidates and of the positive impact that interns and graduates have on services to children, youth, families, and other consumers.	Information is provided in Section V.

October 2006

SECTION V – USE OF ASSESSMENT RESULTS TO IMPROVE CANDIDATE AND PROGRAM PERFORMANCE

Evaluation of results from all of the feedback mechanisms outlined in Sections I and IV has been used to modify the program. Program changes result from consistently identified problems across several years or settings or from changing practice demands. Assessment strategies have been modified in 2006 to reflect changes in the NASP portfolio process. Where appropriate, documents (e.g., case studies) for preceding years have been rescored using the new rubrics, and these rescored data have been used in the current evaluation process. In instances where such rescoring did not provide meaningful comparisons, summary data using previous as well as revised methods were included in the evaluation process. As use of the new assessment rubrics progress, refinement of tools used is expected.

Teacher/Parent satisfaction surveys were implemented the spring term of 2007 for all students in field settings. Information gained from these assessments will be used in future evaluations as a measure of positive school and community impact.

In analyzing course syllabi, it was determined that many more course-embedded performance-based activities are available for inclusion in the evaluation process that would more clearly reflect student abilities, but criteria for evaluation of these activities are not developed at this time. We endeavor to ensure that appropriate evaluations of all course-embedded performance-based activities are reflected in future reports. Also, some instructors have not maintained the detailed information used to derive composite scores for some assessments. As we refine the assessment process, rubrics will be maintained that include both the overall ratings as well as the component scores used to derive those ratings.

Student mastery of content is supported by most assessment results. However, a content knowledge program change that reflected review of all feedback sources involved deletion of two courses from the required degree plan. Results of a 2004 program review using both internal and external data identified Social Cognition (PSYC 502) as a course that contributed minimally to students' post graduation needs and provided coverage for only a few concepts required by NASP. Because coverage of these concepts was duplicated in other courses, the PSYC 502 course was deleted from the program. The Neuropsychology (PSYC 561) course also was deleted from the program. Both courses were replaced with restructured versions of the PSYC 588 (Topics in School Psychology) course that previously were recommended to students, but not required. The restructuring of the PSYC 588 courses in 2005 allows for earlier and more in-depth coverage of content and experiences needed in the program. Because of the inclusion of the two sections of PSYC 588 in the students' degree requirements, the PSYC 527 (Professional School Psychology) course was modified to better reflect professional issues and skills that will prepare students for a broader range of internship activities.

Relative to pedagogical and professional knowledge, students and employers repeatedly have indicated a greater need for counseling opportunities in the program. Although counseling courses were listed as acceptable elective options, no clear sequence was established. Most recently the Counseling program has acknowledged the PSYC 571 (Basic Psychotherapy) course as equivalent to their COUN 505 (Theories of Counseling) course. As such, students in the School Psychology program may complete

a 9-hour sequence of courses in counseling that minimizes duplication of course content and expands opportunities for practical application of counseling skills prior to graduation. Other elective course options are available for students who enter the program with existing coursework and training in counseling.

Evaluations of counseling skills also represented the lowest area of impact relative to effects on student learning. Students in the program who entered during or after the fall term of 2005 are completing counseling sequences according to the current recommendations. Beginning with the spring term of 2007, students enrolled in the PSYC 527 – Professional School Psychology course also will be required to plan, implement, and evaluate a social skills and a problem solving counseling/intervention group. The impact of these changes on student learning is yet to be determined.

Students taking the comprehensive examinations at the master's level have previously been allowed the option of failing to respond to some courses that were not necessary to gain overall passage of the examination. Beginning with the 2007-2008 academic year, all school psychology students will be required to respond to questions from all courses required for the Master of Science degree to ensure that data are available for program review.

A program change designed to encourage display of content knowledge through passage of the Praxis II involves the incentive that passage of the test prior to their 2nd semester of internship will provide exemption from the department-based specialist-level comprehensive examination (which similarly evaluates professional knowledge and practice within the field). Specific test score requirements will be phased in as will be program accountability criteria associated with student test performance.

Program faculty will continue to review students' writing skills and knowledge of educational foundations on a regular basis. As needed, course and program modifications will be made to address identified areas of concern.

SECTION I - CONTEXT
Question 1.

University guidelines require minimum student enrollment in courses. Failure to achieve/approach minimum student enrollment for required courses occasionally results in a restructuring of the program sequence for affected students. As a general rule, the unit and university acknowledges that school psychology courses are unique and might result in low class enrollment. As such, the program regularly is allowed to hold classes of approximately 5 students when the university's target enrollment for graduate classes is at least 10 students. Although students are advised and expected to complete courses according to the model provided, the increasing number of nontraditional students participating in the program (an area of emphasis for the university) has resulted in restructuring of student completion plans in response to the personal needs of these nontraditional students. Students who maintain a graduate assistantship are limited in the numbers of course hours that they may take each semester. Therefore, their adherence to the recommended schedule of courses is not only affected by the university's rescheduling of cancelled courses, but also by their course-hour limitations.

Attachment I D contains student transcripts that reflect various aspects of program adherence. It should be noted that four student transcripts are included instead of the three that were requested. Because of program changes that were implemented in 2005 after the 2006 graduates had completed all campus-based coursework, transcripts for program completers reflect differences in some course numbers and degree requirements than are indicated for current students. For example, completers were advised, but not required, to take a 2-semester sequence of courses (PSYC 588 C & D) that were revised and are now required for current students (PSYC 588 A & B). The introduction of these two courses into degree requirements necessitated that two other courses be removed from the program. Transcripts for the 2006 graduates reflect the old degree requirements and recommendations. One of those students had previously earned a master of science degree at ULM in another concentration area. As such, the transcript for that student reflects courses completed for the original master's degree and remaining courses required for the specialist in school psychology degree. To illustrate student adherence to the changes that were implemented in 2005, the transcript for a current student is also included in Attachment I D.

Question 2.

The University of Louisiana at Monroe offers a Specialist in School Psychology Degree, housed within the Psychology Department of the College of Education and Human Development. The university provides support for recruitment and hiring of faculty members to adequately maintain program operations, funding for faculty travel and professional development, and funds to purchase relevant texts for placement in the library for student and faculty use. Also provided are assessment resources for student use, consultation spaces where students may conduct assessments, interviews, and interventions that may be remotely viewed by faculty or videotaped for review at a later time, computer facilities for student and faculty use, and presentation resources (i.e., mobile media carts as well as smart classrooms and printer capable of producing posters for professional presentations). Students are awarded graduate assistantships on a competitive basis that waives tuition and out-of-state fees and provides a modest stipend

in exchange for relevant teaching/research/work activities within the department.

Question 3.

The goal of the School Psychology program is to provide training for students interested in the application of Psychology within educational and related systems in order to provide conditions for optimal growth and development for all children. The School Psychology program will provide educational experiences relevant to a multicultural population and shall promote understanding of, respect for, and responsiveness to cultural diversity. Program Objectives that support this goal are designed to enable students to: a) develop skills in administration, scoring, interpretation, and integration of psychological, behavioral, and educational evaluation techniques and instruments; b) display knowledge and collaborative skills necessary for consensus selection and utilization of empirically based and appropriate evaluation/intervention strategies to address the needs of at-risk, exceptional, and culturally diverse students; c) develop knowledge of various educational programs, learning techniques, and intervention strategies to the extent necessary to determine whether a student considered for services will benefit from a particular program/strategy; d) develop and employ skills in research methodology to enable engagement in independent research and to enable evaluation of the efficacy of particular educational procedures or statistical data provided for or relating to materials used in school settings; e) gain understanding of principles of human development, exceptionality, learning theory, and cultural diversity to the extent necessary to plan interventions/programs that will foster academic as well as social and emotional development; f) develop knowledge regarding the structure and function of school organizations in order to enable the School Psychologist to serve as a consultant in the placement of pupils and the development of interventions for parent/child/school conflicts and to function as a facilitator in the evaluation and furtherance of well-being of the entire school community; and g) develop understanding of exceptionality, cultural diversity, and ethical standards regarding all responsibilities of the school psychologists, including, but not limited to, administration of tests, use of data, confidentiality of information, and other areas of professional competence, development, and performance.

Question 4.

Students in the School Psychology program complete three levels of field-based experiences. Because most students entering the program have limited practical experience in schools, they receive initial introduction to the history and practices of School Psychology and conduct behavioral observations/individual academic interventions in school settings (minimum of 20 clinical hours) during their first 2 semesters of the program. Subsequent to completion of assessment courses, students complete a field-based practicum within school settings (minimum of 240 clinical hours typically completed across two semesters). Both of the above-described components of the program are taught/supervised by practitioners within the field of school psychology with whom students meet on a weekly basis. The internship represents the culminating activity for most students, typically occurring subsequent to the master's degree and after completion of other specialist level coursework. Successful completion of the internship requires a minimum of 1200 clinical hours (600 of which must be completed in a school

setting), typically completed across two semesters within a single academic year. Exceptions to this completion time are allowed as necessary in accordance with NASP guidelines.

For practicum and internship activities, agreements are developed with assigned sites that outline the requirements for all parties involved (Attachment I F). Students are provided with university supervision through assignment to a course instructor as well as site supervision provided by appropriately trained field-based practitioners. Communication and collaboration between both supervisors occurs throughout the period of supervision. Students are required to provide the university supervisor with a record of activities in which they engage during their field placement, and site supervisors complete evaluations of student progress/performance to assist with course instruction and grade assignment.

Question 5

Program assessment occurs on many levels at various points in the program. Student assessment begins with evaluation of satisfaction of criteria for admissions. To gain full admission to the Specialist program, a student must meet general graduate school requirements as well as two of the three following criteria: minimum cumulative undergraduate GPA of 3.0 (3.25 for previous graduate work); combined GRE score of 900 for Verbal and Quantitative sections; total of 2000 points based on the formula - 400 times the cumulative GPA plus the combined Verbal/Quantitative GRE results. A majority of undergraduate prerequisite courses also must be completed prior to entry into the program. Students applying for admission at the post-masters level will be evaluated for entry into the program primarily on the basis of previous graduate performance. The degree plans for these students will be collaboratively developed based on appropriateness of past courses completed and relevant work experiences. A majority (95%) of students admitted to the program within the past 3 years met initial admissions criteria. A smaller percentage (5%) of students was allowed entry only after completion and evaluation of graduate-level coursework.

Subsequent to program admission, students are evaluated yearly by program faculty (i.e., Assessment 2; Faculty Assessment of Student Yearly Progress) relative to course completion rates, knowledge as reflected by grades obtained in required and related courses, satisfactory completion of course-embedded and program performance requirements, and general faculty comments. To remain in the graduate program, students must maintain an average GPA of 3.0 or above and may not earn any course grade less than "C". Additionally, students who earn course grades of "C" in more than two graduate classes will be exited from the program. Student progress also is evaluated yearly by the university's Office of Graduate Studies and Research. Student appeal procedures relative to exit decisions are outlined in the Graduate Catalog (Attachment I C 2, page 35).

Students in field-based settings are evaluated regularly by site supervisors through weekly supervision meetings and evaluation reports, documentation of which is provided to the university supervisor. Site evaluations (Assessment 4) afford both formative and summative assessment of student progress. Specialist-level students must submit portfolios (Assessments 3 & 5) for review by the university supervisor for the year of practicum experiences and each semester of enrollment in the internship. Both

evaluation and counseling/intervention case studies (Assessment 6) are included as part of the internship portfolio.

All students are required to pass written comprehensive examinations (Assessment 2) at the master's level and complete an empirical thesis (Assessment 8). Students must reapply for Admission to the specialist-level program after earning the master's degree, a quality control measure relative to continuation in the program. Students currently are required to take the Praxis II in School Psychology examination (Assessment 1) prior to graduation from the program with the specialist degree. Although there is no current requirement that students pass the exam, increasing numbers of graduates are motivated to achieve passing scores in response to Louisiana law that provides salary subsidy for national certification. Previous to 2005, all students were required to complete comprehensive examinations at the specialist level. Evaluation of program assessment data has resulted in a change to that requirement as indicated in Section V.

At regular intervals (approximately each 5 years) external program evaluation (Assessment 7) is conducted. Program graduates are asked to evaluate the effectiveness of the program in meeting post-graduation employment needs as well as to indicate which courses in the program were deemed most/least helpful relative to their professional development. The most recent of these evaluations was completed in 2006. This information is compared to data provided by site supervisors who regularly employ program interns or graduates and is used in the identification of consistent areas of excellence and difficulty. External review of the program by employers occurred in 2006. Program and course modifications are considered/implemented as a result of all evaluation results.

Question 6

The unit adheres to the Learning Facilitator Model which ensures that candidates develop content knowledge prior to being placed in applied settings where such knowledge is employed to facilitate the academic and social/behavioral progress of K-12 students. As such, students in the school psychology program are required to complete specific sequence-dependent content courses before being placed in field settings. The Program Handbook (Attachment I C, pages 5-7) outlines guidelines for the model program that supports the Learning Facilitator Model. Exceptions to this recommended program must be approved by the program director whose advisement ensures the integrity of required sequences.

SECTION IV - EVIDENCE FOR MEETING STANDARDS

Program assessment occurs on many levels at various points in the program. Student assessment begins with evaluation of satisfaction of criteria for admissions. A majority (approximately 95%) of students admitted to the program within the past 3 years met initial admissions criteria. A smaller percentage (approximately 5%) of students gained entry only after completion and evaluation of graduate-level coursework. Subsequent to program admission, students are evaluated yearly by program faculty relative to course completion rates, grades obtained in required and related courses, and satisfactory completion of course-embedded and program performance requirements.

Students in field-based settings are evaluated regularly by site supervisors through weekly supervision meetings and evaluation reports, documentation of which is provided to the university supervisor. Site evaluations afford both formative and summative assessment of student progress. All students are required to pass written comprehensive examinations at the master's level. All students must submit scores from the PRAXIS II Specialty Area Examination for school psychology. Students must demonstrate professional knowledge based on passage of either the specialist-level comprehensive examination or the PRAXIS II Specialty Area Examination for school psychology. Students must reapply for admission to the specialist-level program after earning the master's degree, a quality control measure relative to continuation in the program. Specialist-level students must submit portfolios for review by the university supervisor for the year of practicum experiences and each semester of enrollment in the internship. At regular intervals (approximately each 5 years), program graduates also are asked to evaluate the effectiveness of the program in meeting post-graduation employment needs as well as to indicate which courses in the program were deemed most/least helpful relative to their professional development. The most recent of these evaluations was completed in 2006. This information is compared to data provided by site supervisors who regularly employ program interns or graduates and is used in the identification of consistent areas of excellence and difficulty. External review of the program by site supervisors/employers occurred in 2006. Program and course modifications are considered/implemented as a result of all evaluation results.

Assessment strategies have been modified in 2006 to reflect changes in the NASP portfolio process. Where appropriate, documents (e.g., case studies) for preceding years have been rescored using the new rubrics, and these rescored data have been used in the current evaluation process. In instances where such rescoring did not provide meaningful comparisons, summary data using previous as well as revised methods were included in the evaluation process. Scoring rubrics will continue to be refined to better align with NASP standards and facilitate data gathering and more in-depth comparisons of results.

ATTACHMENT A-CANDIDATE INFORMATION

Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Please report the data separately for the levels/tracks (e.g., specialist, doctorate) being addressed in this report.

Program: Specialist in School Psychology					
Academic Year	# of Candidates Admitted to the Program				# of Program Completers[1]
	Female Minority	Female Non-minority	Male Minority	Male Non-Minority	
2005-2006	0	5	0	2	4
2004-2005	4	2	1	1	4
2003-2004	1	4	0	1	3

Program:					
Academic Year	# of Candidates Admitted to the Program				# of Program Completers[10]
	Female Minority	Female Non-minority	Male Minority	Male Non-Minority	

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[1] NCATE uses the Title II definition for *program completers*. Program completers are persons who have met all the requirements of a degree program or state-approved preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

ATTACHMENT B-FACULTY INFORMATION

Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program. According to NASP standards, program faculty are "faculty with primary teaching, supervisory, and/or administrative responsibilities in the school psychology program. Program faculty, as opposed to other faculty who may teach one or more program courses, participate in program decision-making, planning, and evaluation processes."

Faculty Member Name	Highest Degree, Specialty, & University[1]	Assignment: Indicate the role of the faculty member and FTE assigned to program [2]	Faculty Rank[3]	Tenure Track (Yes/No)	Scholarship,[4] Leadership in Professional Associations, and Service: [5] List up to 3 major contributions in the past 3 years [6]	Teaching or other professional experience in P-12 schools	State and/or national credentials for school psychology practice
Veronica Lewis	Ph.D. in School Psychology, University of Southern Mississippi	Faculty, Program Director, 100%	Professor	Yes	Louisiana Board Member for Youth Advocate Program State of Louisiana Focus Group (through June 2005) Organized 6 continuing	High School Teacher, 1.5 years. Supervisor of Special Education Program for students with severe or multiple	State Certified, (Type A), NCSP

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[1] e.g., PhD in School Psychology, University of Nebraska

[2] e.g., faculty, clinical supervisor, department chair, etc. FTE is full time equivalent and should be presented as % of time each faculty member is assigned to program responsibilities.

[3] e.g., professor, associate professor, assistant professor, adjunct professor, instructor, administrator

[4] *Scholarship* is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

[5]*Service* includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

[6] e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program

					education sessions for current students and practitioners in areas such as assessment tools, reauthorization of IDEA, and RTI. 1 publication and 4 professional presentations at regional meetings since 2004. 3 additional professional presentations have been accepted for spring of 2007.	handicaps, 2 years. School Psychology intern, 1 year. School-based School Psychologist, 2 years. Private Practice School Psychologist, 2 years.	
Barbara Jean Cottingham	Ph.D. in School Psychology, University of Southern Mississippi	Faculty, 100%	Associate Professor	Yes	State of Louisiana Focus Group (2005) Board Member and parish Fund Drive Chair for local girl scout council. Organized and supervised site for student involvement in standardization of the DAS-II. Completing paperwork for WAIS-IV and WMS-IV site. Served as thesis chair for 3 students since 2004. 1 publication and 6 professional presentations at regional meetings since 2004.	General Education Teacher, 3.5 years. Special Education Teacher, 3.5 years. Pupil Appraisal Assessment Teacher, 5 years. School Psychology intern, 1 year. School Psychologist, 4 years. Director of Psychological Services, 1 year.	Licensed (Louisiana), NCSP
J. David Williamson	Ph.D. in School Psychology, East Texas	Faculty, Department Head, 100%	Associate Professor	Yes	Secretary of Society for Applied Multivariate Research, Southwestern Psychological Association (SWPA).	Practicing School Psychologist (6.5 years)	None

	State University				1 publication and 2 professional presentations at regional conferences since 2004.		
Jean Low	Ph.D in Educational Psychology, Tulane University.	Faculty, 50%	Associate Professor	Yes	2 published articles concerning: a) Identity development in young children. b) Crimes committed by students on University campuses	None	None
Pamela Smith	SSP in School Psychology, University of Louisiana at Monroe	Adjunct Faculty, 25%	Instructor	No	Conference moderator for sessions at State convention. Volunteered for membership on team to develop state crisis plan (current).	Practicing School Psychologist – 8 years	State Certified
Carl Ray Owens	SSP in School Psychology, University of Louisiana at Monroe	Adjunct Faculty, 25%	Instructor	No	LSPA Ethics Board member (until 2005) Presenter at State Conference regarding Threat Assessment (Fall, 2006)	Director of Psychological and Intervention Services (27 years)	State Certified, NCSP

SCHOOL PSYCHOLOGY

PROGRAM HANDBOOK

SPECIALIST IN SCHOOL PSYCHOLOGY PROGRAM (SSP)

THE UNIVERSITY OF LOUISIANA AT MONROE

Monroe, Louisiana

Revised – Fall, 2006

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THE UNIVERSITY OF LOUISIANA AT MONROE

College of Education and Human Development
Monroe, Louisiana

Specialist in School Psychology

PROGRAM PHILOSOPHY AND GOAL

PROGRAM OVERVIEW

The Psychology Department at the University of Louisiana at Monroe offers the Master of Science Degree in Psychology with an emphasis in School Psychology and the Specialist in School Psychology Degree. Although some states allow for practice within the field of School Psychology at the Master's level, most states and School Psychology programs require coursework that is equivalent to a Specialist degree. The specialist program has been developed in accordance with standards set forth by the National Association of School Psychologists (NASP) and the National Council for Accreditation of Teacher Education (NCATE). As such, it follows the Learning Facilitator Model with a psychological approach characterized by a threefold emphasis on Assessment/Intervention/Consultation. Whereas competencies in assessment and intervention are emphasized, the School Psychologist also is viewed as a psychological consultant in the school system. School Psychologists maintain primary concern for prevention through early recognition of potential academic and behavioral problems and facilitation of activities designed both to effectively preclude further development of difficulties and to remediate existing areas of concern.

Although specific courses and sequences of courses are required, the general emphasis is on training for competence. Courses are organized such that competence in a particular area is required prior to the student's progression to the next level of study. For example, assessment competence must be established prior to a student's progression to the field-based practicum experiences. Students are advised to follow the School Psychology Model Program that depicts this emphasis and progression.

The Specialist in School Psychology Program at the University of Louisiana at Monroe maintained NASP/NCATE accreditation from 1991 until 2006. Students who completed the program qualified to sit for the

1

national certification examination as well as for certification in most states. Most students who attempted such certification efforts have been successful.

PROGRAM GOAL

The goal of the School Psychology program is to provide training for students interested in the application of Psychology within educational and related systems in order to provide conditions for optimal growth and development for all children. The School Psychology program will provide educational experiences relevant to a multicultural population and will promote understanding of, respect for, and responsiveness to cultural diversity.

PROGRAM OBJECTIVES

The program is designed to enable students to:

1. Develop skills in administration, scoring, interpretation, and integration of psychological, behavioral, and educational evaluation techniques and instruments.

2. Display knowledge and collaborative skills necessary for consensus selection and utilization of empirically based and appropriate evaluation/intervention strategies to address the needs of at-risk, exceptional, and culturally diverse students.

3. Develop knowledge of various educational programs, learning techniques, and intervention strategies to the extent necessary to determine whether a student considered for services will benefit from a particular program/strategy.

4. Develop and employ skills in research methodology to enable engagement in independent research and to enable evaluation of the efficacy of particular educational procedures or statistical data provided for or relating to materials used in school settings.

5. Gain understanding of principles of human development, exceptionality, learning theory, and cultural diversity to the extent necessary to plan interventions/programs that will foster academic as well as social and emotional development.

6. Develop knowledge regarding the structure and function of school organizations in order to enable the School Psychologist to serve as a consultant in the placement of pupils and the development of interventions for parent/child/school conflicts and to function as a facilitator in the evaluation and furtherance of well-being of the entire school community.

7. Develop understanding of exceptionality, cultural diversity, and ethical standards regarding all

responsibilities of the school psychologists, including but not limited to, administration of tests, use of data, confidentiality of information, and other areas of professional competence, development, and performance.

ROLES AND RESPONSIBILITIES:

Traditionally, roles of the school psychologist have been broadly defined as assessment, consultation, intervention, program evaluation, and research. The degree to which one is directly engaged in the conduct of these roles depends to a large extent on the individual's work setting. Although there are a number of non school settings in which school psychologists provide service, the practice of school psychology has been most closely identified with school settings.

Within traditional school settings, a large percentage of the school psychologist's time is devoted to activities related to special education issues. In this context, assessment represents a major portion of the school psychologist's time. Assessment activity has generally encompassed both psychoeducational and psychological evaluations. Responsibilities within the assessment role have changed, particularly during the last 10 to 15 years, as a result of changes to federal and state laws (e.g., functional behavioral assessments and manifest determinations mandated under specified conditions).

Consultation and intervention represent other critical roles for many school psychologists. In the consultant role, school psychologists often work directly with school personnel and parents. Sharing information through in-service presentations reflects an indirect, educational component of consultation. Intervention activities may take many forms ranging from the design of programs that others implement to direct interaction with students. With regard to the latter, direct intervention may cover a wide range of activities including academic remediation, counseling, and crisis intervention.

Research and program evaluation are less likely to be integral roles for the school psychologist practicing in elementary and secondary schools. Research, in particular, is more commonly associated with professional responsibilities of those working in the university and less traditional (non school) settings.

Within recent years, the number of non school settings in which school psychologists provide service has expanded (e.g., hospital, mental health facilities, juvenile facilities). Additionally, opportunities exist for innovative school psychologists practicing in schools to expand and redefine their roles.

PROGRAM ADMISSION:

To gain full admission to the Specialist program, a student must meet general graduate school requirements as well as two of the three following criteria: minimum cumulative undergraduate GPA of 3.0 (3.25 for previous graduate work); combined GRE score of 900 for Verbal and Quantitative sections; total of 2000 points based on the formula - 400 times the cumulative GPA plus the combined Verbal/Quantitative GRE results. A majority of undergraduate prerequisite courses also must be completed prior to entry into the program. Students applying for admission at the post-masters level will be evaluated for entry into the program using the formula indicated above with primary focus on previous graduate performance. The degree plans for these students will be collaboratively developed based on appropriateness of past courses completed and relevant work experiences.

Subsequent to program admission, students are evaluated yearly by program faculty (i.e., Faculty Assessment of Student Yearly Progress) relative to course completion rates, knowledge as reflected by grades obtained in required and related courses, satisfactory completion of course-embedded and program performance requirements, and general faculty comments. To remain in the graduate program, students must maintain an average GPA of 3.0 or above and may not earn any course grade less than "C". Additionally, students who earn course grades of "C" in more than two graduate classes will be exited from the program. Student progress also is evaluated yearly by the university's Office of Graduate Studies and Research. Student appeal procedures relative to exit decisions are outlined in the Graduate Catalog.

Graduate assistantships are available to qualified students. Assistantships include tuition waivers for the completion of campus-based courses and provide monthly stipends in exchange for professionally relevant work and research activities within the psychology department. The psychology department promotes diversity in all components of its programs, including admissions.

Students are admitted to the School Psychology program on a full-time basis. However, the increase in

program participation by nontraditional students has resulted in scheduling challenges for these students. All students are encouraged to follow the model program and must be advised by faculty prior to being released for registration each semester of attendance. Although some courses are not sequence dependent, the absolute integrity of other course sequences must be maintained (e.g., knowledge courses before practical experiences). Students who experience difficulty completing classes on a full-time basis according to the recommended schedule are advised that deviation from the recommended schedule results in significant lengthening of time required for program completion. Particular attention is given to these students relative to faculty advisement and progress monitoring.

CURRICULUM REQUIREMENTS:

Courses are sequenced such that students develop content knowledge prior to or in conjunction with knowledge application and field experiences. For example, knowledge of statistical principles must be gained prior to application of that knowledge in data-based decision making relative to field-based activities or completion of the research thesis. Similarly, assessment competence must be established prior to a student's progression to the field-based practicum experiences. Students are advised to follow the School Psychology Model Program which depicts this emphasis and progression, however, minor deviations from the model program may be allowed with permission of the program director.

The current program formally requires 72 graduate hours for completion of the specialist degree (i.e., 36 hours for the Master of Science Degree and 36 hours for the Specialist in School Psychology Degree). Students are encouraged to take additional courses deemed highly relevant to their professional development. Many courses in the School Psychology program overlap in their coverage of NASP standards. For example, Psychology 588B (Consultation/Diagnosis/Intervention) addresses prevention/intervention as well as consultation and collaboration. However, required and recommended courses are divided below based on the primary area(s) of association with NASP standards and ULM objectives.

PSYCHOLOGICAL FOUNDATIONS
     2.4 Socialization and Development of Life Skills   ULM Objective(s): 3, 5
     2.5 Student Diversity in Development and Learning
          PSYC 503 (Adv. Child Psychology)
          PSYC 534 (Theories of Learning)

EDUCATIONAL FOUNDATIONS

    2.6 School and Systems Organization, Policy Development, and Climate   ULM Objective(s): 3, 6
        PSYC 588A (Historical/Legal/Procedural Issues)
        EDAS 514 (School Law)
        ELED or SPED 545 (Educational Techniques for Exceptional Children in Regular Classrooms)
        SPED 526 (Curriculum and Methods for Early Childhood Special Education)

ASSESSMENT

    2.1 Data-Based Decision-Making and Accountability   ULM Objective(s): 1, 2, 7
        PSYC 509 (Intelligence Testing)
        PSYC 511 (Individual Tests)
        PSYC 582 (Psychoeducational Assessment)
        SPED 504 (Developmental Assessment of Pre-School Children with Special Needs)

INTERVENTIONS AND PROBLEM SOLVING

    2.7 Prevention, Crisis Intervention, and Mental Health   ULM Objective(s): 2, 3, 5, 7
    2.3 Effective Instruction and Development of Cognitive/Academic Skills
        PSYC 515 (Psychopathology)
        PSYC 552 (Behavior Modification)
        PSYC 571 (Basic Psychotherapy)
        COUN 510 (Methods of Counseling)
        COUN or SPED 550 (Effective Consultation)
        COUN 566 (School Counseling)
        COUN 667 (Group Counseling)
        READ or SPED 501 (Teaching Reading to Students with Special Needs)
        SPED 505 (Methods of Teaching Basic Subjects to Students with Mild/Moderate Disabilities)
        SPED 506 (Vocational and Transitional Services for Students with Disabilities)
        SPED 567 (Counseling Parents of Children with Special Needs)

STATISTICS AND RESEARCH DESIGN

    2.9 Research and Program Evaluation   ULM Objective(s): 2, 4, 6
        PSYC 522 (Quantitative Methods)
        PSYC 523 (Research Methods)
        PSYC 599 (Thesis)

PROFESSIONAL SCHOOL PSYCHOLOGY

    2.2   Consultation and Collaboration   ULM Objective(s): 2, 6, 7
    2.8   Home/School/Community Collaboration
    2.10 School Psychology Practice and Development
    2.11 Information Technology:
        PSYC 527 (Professional School Psychology)
        PSYC 588B (Consultation/Diagnosis/Intervention)
        PSYC 591 (Practicum)
        PSYC 592 (Internship)

Typically, students complete the entire Specialist program within 3 years. On average, 4 students graduate with the Specialist in School Psychology Degree each year. A model for fall entry into the program that depicts a timely schedule for program completion follows.

<h1 align="center">School Psychology Model Program</h1>

Prerequisite courses: Psychology 315 (Experimental); 403 (Exceptional Children and Youth); 406 (Theories of Personality); 439 (Statistics); and 451 (Tests and Measurements). Ideally, these courses should be taken prior to entry into the program. Courses may, however be interspersed with master's coursework. All undergraduate prerequisites must be met prior to awarding of the master's degree.

<u>FALL SEMESTER</u>   <u>SPRING SEMESTER</u>

<h3 align="center">First Academic Year</h3>

Fall	Spring
Psy 515 (Psychopathology)	Psy 511 (Individual Tests)
Psy 522 (Quantitative Methods)	Psy 552 (Behavior Modification)
Psy 509 (Intelligence Testing)	Psy 571 (Basic Psychotherapy)
Psy 534 (Theories of Learning)	Psy 523 (Research Methods)
Psy 588A (Historical/Legal/Procedural Issues)	Psy 588B (Consultation/Diagnosis/Intervention)

<h3 align="center">Second Academic Year</h3>

Fall	Spring
Psy 582 (Psychoeducational Diag, & Interv.)	Psy 527 (Professional School Psychology)
Psy 591 (Practicum)	Psy 591 (Practicum)
Psy 599 (Thesis)	Psy 599 (Thesis)
EDAS 514 (School Law)	Psy 503 (Adv. Child Psychology)
Educ. Elective	Educ. Elective
(Master's Comps)	(Master's Comps [if Needed])

Graduation with Master's Degree
Take National Certification Examination

<h3 align="center">Third Academic Year</h3>

Fall	Spring
Psy 592 (Internship)	Psy 592 (Internship)
	(Specialist Comps if necessary)

Graduation with Specialist Degree

An alternate plan for Spring entry into the program is available. Spring entry, however, often results in extension of the expected length of study necessary for program completion. Some courses are offered **<u>only</u>** during the Spring **<u>or</u>** the Fall semester and are part of a required sequence. Students who do not follow the model program should consult their graduate catalog and/or adviser to ensure that these courses are taken in proper sequence. Failure to do so may result in lengthy delays in program completion. Although all required courses are offered during Fall and Spring semesters, a few of the required courses are also offered during summer sessions.

Field Experiences and Program Assessment:

Students in the School Psychology program complete three levels of field-based activities; field experience, practicum, and internship. Field experience and practicum typically occur while a student is completing campus-based coursework. The internship represents the culminating activity for most students, typically occurring subsequent to the master's degree and after completion of other specialist-level coursework. Internship sites are not restricted to the state of Louisiana. Students are provided with university supervision through assignment to a course instructor as well as site supervision provided by appropriately trained field-based practitioners. Students are required to provide the university supervisor with a record of activities in which they engage during their field placement, and site supervisors complete evaluations of student progress/performance to assist with course instruction and grade assignment. Students are strongly encouraged to consider procuring professional liability insurance prior to initiating field and clinical activities. Professional memberships (e.g., LSPA and NASP) facilitate the acquisition of such liability insurance. Guidelines for practicum and internship are presented in the student forms section of this handbook.

Program assessment occurs on many levels at various points in the program. Student assessment begins with evaluation of satisfaction of criteria for admissions. Subsequent to program admission, students are evaluated yearly by program faculty relative to course completion rates, grades obtained in required and related courses, and satisfactory completion of course-embedded and program performance requirements.

Students in field-based settings are evaluated regularly by site supervisors through weekly supervision meetings and evaluation reports, documentation of which is provided to the university supervisor. Site evaluations afford both formative and summative assessment of student progress. Some forms used to assess student progress are included in this handbook. Some forms associated with course-embedded assessments are directly provided to students by course instructors.

Students in the program must successfully pass comprehensive examinations at the master's levels and either comprehensive examinations at the specialist level or the Praxis II Specialty Exam for School Psychology prior to graduation with the Specialist in School Psychology degree. The master's comprehensive examination is a 2-day process and assesses content knowledge of each course that the student has taken toward completion

of the program. Students are required to pass 7 of 10 required courses according to specific groupings and 1 additional required or elective course, all with at least 70% proficiency. Comprehensive examinations for specialist level students are completed within 1 day of testing and assess professional issues related to the field rather than any particular course. Students typically complete this examination on the ULM campus and must achieve at least 70% proficiency on each of the 5 sections of the test. Guidelines for the comprehensive examinations are provided in the Student Forms section of this Handbook. Students also must present results of the school psychology portion of the PRAXIS examination prior to graduation. The Praxis II Specialty Exam for School Psychology is taken through Educational Testing Services. Student must submit official scores to ULM, and successful passage is reflected by obtaining a composite score that meets or exceeds requirements for national certification. Students who successfully pass the PRAXIS prior to the scheduled date for the specialist comprehensive examinations will be exempted from taking the specialist comprehensive examination.

The Director of the School Psychology Program will maintain individual student progress sheets that will be reviewed at least annually by school psychology faculty members to evaluate student advancement toward satisfactory program completion. Areas to be evaluated include course completion rate, GPA, performance on course-embedded practice-related activities, and faculty/site supervisor feedback regarding performance. Students will select a major advisor from among the psychology faculty to (a) officially monitor the degree plan that is developed by the Director of School Psychology; (b) to advise for the purpose of thesis completion; and (c) to complete activities relative to the collection, dissemination, and grading of the comprehensive examination at the masters level. However, the Director of the School Psychology Program will provide general course and program advisement for all students enrolled in the school psychology program.

PROGRAM FACULTY:

The School Psychology Program maintains three full-time faculty members, all of whom received terminal degrees in school psychology and two of whom maintain the status of Nationally Certified School Psychologist. Several required courses are taught by other faculty members within the department as well as by local school psychology practitioners.

Faculty members are actively engaged in the conduct of research and demonstrate a strong commitment to involving students in the research process. Involvement spans the scope of activities essential to preparation for independent research activity and includes opportunities to participate in presentations at local, state, regional, and national conferences. Collectively, faculty research reflect a broad array of interests relevant to the field of school psychology including psychological testing, psychopathology, individual differences, issues of culture and diversity, motivation, achievement, career choices, teen pregnancy, adaptive behavior, and treatment interventions, with the latter related to both academic and behavioral issues.

FOR MORE INFORMATION:

Students who desire additional information regarding the Specialist in School Psychology Program at ULM may visit our web page at   **http://www.ulm.edu/cehd/psychology/graduateprogram.html** or contact one of the following members of the school psychology faculty at 314 Strauss Hall, ULM, Monroe, LA 71209.

Dr. Veronica Evans Lewis
(318) 342-1332
vlewis@ulm.edu

Dr. Jean Cottingham
(318) 342-1348
cottingham@ulm.edu

Dr. David Williamson
(318) 342-1330
williamson@ulm.edu

REQUIRED ACTIVITIES FOR PRACTICUM STUDENTS

EACH SEMESTER, PRACTICUM STUDENTS WILL:

1. Record all course-related activities on the activity log and submit completed logs to course instructor monthly. A minimum of 120 hours of practicum activities must be documented each semester in relationship to this course.

2. Administer and submit copies of results from at least two (2) IQ tests not previously administered by the student during university coursework (e.g., nonverbal tests, brief IQ tests) and one (1) IQ test that is commonly used in practice and covered in previous course work. The practicum site supervisor and course instructor will determine satisfactory levels of performance in reference to these tests and one or both will provide student feedback.

3. Administer and submit copies of results from at least two (2) achievement tests not previously administered by the student during university coursework and one (1) achievement test that is commonly used in practice and covered in previous course work. The practicum site supervisor and course instructor will determine satisfactory levels of performance in reference to these tests and one or both will provide student feedback.

4. Provide evidence of participation (not necessarily as case coordinator during the first semester of practicum) in the following evaluation activities:
   a. Initial evaluation
   b. Reevaluation
   c. Gifted Evaluation
   d. CBA
   e. Evaluation of low incidence handicapping conditions

5. Provide evidence of participation in the following general activities:
   a. School Building Level Committee Meeting
   b. Teacher interview
   c. Student interview
   d. Classroom observation
   e. Parent interview
   f. Case staffing
   g. IEP meeting
   h. Provision of pre-referral support services
   i. Development of intervention for academic or behavioral difficulties.

6. Students are strongly encouraged to consider procuring professional liability insurance prior to initiating field and clinical activities. Professional Memberships (e.g., LSPA and NASP) facilitate the acquisition of such liability insurance.

DURING THE **SECOND SEMESTER OF PRACTICUM**, STUDENTS SHOULD PROVIDE EVIDENCE OF **CASE COORDINATION or a LEADERSHIP ROLE** RELATIVE TO THE SOME ACTIVITES LISTED IN #s 4 & 5 ABOVE.

AT THE CONCLUSION OF THE SECOND SEMESTER OF PRACTICUM, STUDENTS MUST **SUBMIT A PORTFOLIO** OF COMPLETED ACTIVITIES AND EXPERIENCES FOR EVALUATION BY FACULTY.

Specialist-Level School Psychology Students: Post-Master's Guidelines

In preparation for your internship, once you have earned your Master of Science Degree in Psychology, please follow the guidelines indicated below to ensure successful adherence to program requirements.

1. **Apply for certification** in the state in which you plan to complete your internship. In Louisiana you should apply for provisional certification. Forms for Louisiana certification are maintained in the psychology office. The program director has information regarding certification requirements in other states.

2. **Apply again for admission** to the university graduate program to pursue the Specialist in School Psychology Degree. Once you graduate with the master's degree, you are exited from active student status. The application process may be completed online or forms necessary for admission may be obtained from the ULM website at http://www.ulm.edu/enroll/toapply.html.

3. **Register for 6 hours of internship per semester** for full-time internship status. Get the appropriate registration call number from the Psychology Office. You may not be registered under the program director's section number, but the program director or other designated school psychology faculty member will provide your university supervision. Remember that tuition is not waived for internship hours, however you will not be required to pay out-of-state tuition.

4. **You must arrange an internship site**. We will assist you in locating vacancies. At least 1 semester of your internship **must** be in a school setting. Check to be sure that your proposed site will provide appropriate supervision by an appropriately certified/licensed individual for the required number of hours. Also ensure that the proposed site will provide a board range of required activities.

5. **Inform the program director of your location** so that an interagency agreement may be established between ULM and your site. The program director also needs to know who will supervise you on-site, their credentials, and how both you and your supervisor may be reached by phone, fax, email, and mail. Send the program director a copy of your supervision plan that is submitted to the state (if required for your state). Ongoing supervision must be documented on your daily activity logs. Monitor your work activities and ensure that you are receiving at least 2 hours per week of individual, direct supervision by the appropriately assigned individual.

6. You are required to **maintain daily activity logs**. These may employ the forms used in practicum at ULM, or you may choose to record your activities in another format. Logs **must** be submitted to the program director monthly so that progress may be monitored. Logs may be sent by email or may be faxed to the program director at (318) 342-1352. Summary (cumulative) logs also must be submitted using the excel format that will be provided to students enrolled in internship. Review your logs (especially the summary logs) prior to sending them each month to evaluate the breadth of your experiences and your progress toward completion of all required activities.

7. Take the National Certification Examination for School Psychology **(PRAXIS II Subject Assessments and Specialty Area Test for School Psychology, Code #0400)** and submit official scores to ULM. Remember that students who achieve a passing score (660) on this examination prior to their scheduled specialist comprehensive examinations will be exempted from taking the specialist comprehensive examination.

8. **Register for graduation and specialist-level comprehensive examinations** within timelines specified by the Office of Graduate Studies and Research (typically within the 1st few weeks of your 2nd semester of internship). Forms necessary for these activities may be obtained by contacting the Office of Graduate Studies and Research via the ULM website or by calling (318) 342-1037. **Students who have achieved passing scores on the National Certification Examination must also complete this application process** but will be exempted from taking the specialist-level comprehensive examination.

9. Specialist comps occur on the 1st of 2 days selected by the psychology department for administration of the exams. Guidelines for this exam are in the psychology department office as well as the forms section of this document.

10. Alert the program director to changes in your location, supervision, or other activities associated with your internship.

11. Students are strongly encouraged to consider procuring professional liability insurance prior to initiating field and clinical activities. Professional Memberships (e.g., LSPA and NASP) facilitate the acquisition of such liability insurance.

12. Call any time for advice, consultation, or a friendly voice.

The University of Louisiana at Monroe

Department of Psychology

Professional Activities Log

Each student enrolled in a practicum or internship course is required to keep a log of experiences. The department requires that the Activity Log contain a record of daily work activities, individual contacts (with safeguards for anonymity), a brief record of observations and types of activity, as well as reference materials and other formal educational experiences. Either the university provided log or one required on site may be used for this purpose. The log should be available to the University Supervisor upon request. The log is a record of daily activities and should be kept in chronological order. At any point in the log, outstanding or especially valuable personal experiences or observations should be briefly recorded. Monthly, the student should provide the University Supervisor with a copy of the most recent log activities. Students also must complete and submit on a monthly basis a summary of cumulative time spent engaged in each activity for each recording period. A word document containing the ULM activity log and an excel file containing the cumulative log will be forwarded to each student during the first semester of internship to use in the recording of hours. Students may submit monthly records of activities by email, however, hard copies of logs must be included in the required portfolio for field-based experiences.

For school psychology students who are in a placement that is not under the auspices of a school system, the intern must complete a minimum of half of the required internship in a school setting. The log completed by the intern must reflect the time spent in both a school and non-school setting. The time in the school setting must represent a minimum of 120 hours for practicum credit or 600 hours for internship credit.

The University of Louisiana at Monroe

Department of Psychology

Portfolio Requirements

During the course of each semester of internship, the school psychology student must provide a portfolio containing blind documentation of participation in (1st semester) and completion of (2nd semester) specific activities. These activities include but are not limited to: an initial evaluation, a reevaluation, a behavior management intervention, summary results of a consultation, manifest determination, functional behavioral assessment, documentation of professional development/self study activities, and a written summary of any other significant activity(ies) in which the intern has engaged (e.g., crisis intervention, provision of in-service, needs assessment, etc.). Portfolios should provide typed presentations with additional supporting documentation for each required component and should be bound (i.e., notebook or folio cover). Portfolios are due by December 1st and May 1st of the semester in which internship hours are taken. Failure to maintain current logs or submit logs and other required blind documents will result in a grade of "incomplete" until such time as all required documents are received by the university supervisor.

<u>Student Forms</u>

SCHOOL PSYCHOLOGY PROGRAM

STUDENT EVALUATION FOR ADMISSIONS

STUDENT NAME: _____

Undergraduate GPA	_____	___adequate	___ inadequate
Graduate GPA	_____	___adequate	___ inadequate
GRE Score	_____	___adequate	___ inadequate
Formula Score (UG)	_____	___adequate	___ inadequate
Formula Score (G)	_____	___adequate	___ inadequate

(Anticipated) Graduation Date: _____ University: _____

Prerequisite courses:

	CREDIT	TRANSFER CREDIT	DEFICIENT
Psychology 315 (Experimental)	_____	_____	_____
Psychology 403 (Exceptional Child)	_____	_____	_____
Psychology 406 (Personality)	_____	_____	_____
Psychology 439 (Statistics)	_____	_____	_____
Psychology 451 (Tests/Measurements)	_____	_____	_____

File reviewed by: _____ Date: _____

Comments:

_____ Meets admissions criteria with no course deficiencies.

_____ Meets admissions criteria but has course deficiencies.

_____ Does not meet admissions criteria.

_____

_____

_____

SCHOOL PSYCHOLOGY PROGRAM

STUDENT EVALUATION FOR ADMISSIONS/SPECIALIST LEVEL

STUDENT NAME: _____

Undergraduate GPA _____	___adequate	___ inadequate
Graduate GPA _____	___adequate	___ inadequate
GRE Score _____	___adequate	___ inadequate
Formula Score (UG) _____	___adequate	___ inadequate
Formula Score (G) _____	___adequate	___ inadequate

Prerequisite courses:

	CREDIT	TRANSFER CREDIT	DEFICIENT
Psychology 315 (Experimental)	_____	_____	_____
Psychology 403 (Exceptional Child)	_____	_____	_____
Psychology 406 (Personality)	_____	_____	_____
Psychology 439 (Statistics)	_____	_____	_____
Psychology 451 (Tests/Measurements)	_____	_____	_____
Psy 503 (Adv. Child Psychology)	_____	_____	_____
Psy 509 (Intelligence Testing)	_____	_____	_____
Psy 511 (Individual Tests)	_____	_____	_____
Psy 515 (Psychopathology)	_____	_____	_____
Psy 522 (Quantitative Methods)	_____	_____	_____
Psy 523 (Research Methods)	_____	_____	_____
Psy 527 (Professional School Psychology)	_____	_____	_____
Psy 534 (Theories of Learning)	_____	_____	_____
Psy 552 (Behavior Modification)	_____	_____	_____
Psy 571 (Basic Psychotherapy)	_____	_____	_____
Psy 582 (Psychoed. Assessment)	_____	_____	_____
Psy 588A (Hist./Legal/Proceed.)	_____	_____	_____
Psy 588B (Consult./Diagnos./Interv.)	_____	_____	_____
Psy 591 (Practicum 6 hours)	_____	_____	_____
Psy 599 (Thesis 6 hours)	_____	_____	_____
EDAS 514 (School Law)	_____	_____	_____
Educ. Elective ( )	_____	_____	_____
Educ. Elective ( )	_____	_____	_____
(Master's Comps)	_____		
Graduation with Master's Degree	Date: _____		

File reviewed by: _____ Date: _____

Comments:

        _____ Meets admissions criteria with no course deficiencies.

        _____ Meets admissions criteria but has course deficiencies.

        _____ Does not meet admissions criteria.

_____

_____

School Psychologist Daily Activity Log

School Psychologist's Name: _____

Level: ___Field Exp. ___Practicum ___Internship   Semester: ___Fall ___ Spring ___ Summer 200____

Date: _____   Case Name/Number: _____   Gender: M F   Ethnicity_____   Age ___ School: _____

Indicate each activity completed on this date relative to this case by recording the approximate amount of time (in minutes) spent engaged in the activity. An explanation should be provided in the "comments" section when an "other" entry is used.

Assessment Activities
_____ Review Files
_____ Interview – Child
_____ Interview – Parent
_____ Interview – Teacher
_____ Observation
_____ CBA/RTI
_____ Functional Behavior Assessment
_____ Formal Testing – Achievement
_____ Formal Testing – Cognitive
_____ Formal Testing – Personality
_____ Formal Testing – Behavioral
_____ Manifestation Determination Review
_____ Protocol Analysis (** _____)

Organization
_____ Intervention Preparation (** _____)
_____ Prepare forms/material
_____ Telephone contacts
_____ Complete logs
_____ Travel between sites
_____ Other (*)

Supervision
_____ Professional (Individual)
_____ Professional (Group)
_____ Peer
_____ LEA
_____ Other (*)

Writing
_____ Evaluation Report
_____ Counseling Log
_____ Form Completion (** _____)
_____ Other (*)

Intervention Implementation
_____ Academic
_____ Behavioral
_____ Individual Counseling
_____ Group Counseling
_____ Crisis Intervention
_____ RTI
_____ Observation

Training Received
_____ Self-Study
_____ LEA Sponsored
_____ Professional Workshop
_____ Other (*)

Other
_____ Case Preparation/Research
_____ Independent Research
_____ Program Evaluation
_____ Other (*)

Consultation
_____ Teacher
_____ School Staff
_____ Parent
_____ Professional Collaboration
_____ Other (*)

Meetings
_____ SBCL/SAT
_____ IEP (** _____)
_____ Interpretation for Parent
_____ Professional Conference
_____ Staffing
_____ Other (*)

Training Provided
_____ Inservice
_____ Other (*)

** Identify type of Form (e.g., IEP, BMP, general school system documentation [e.g., professional goals])
** Identify type of protocol analysis (e.g., Formal Assessment = Academic, Intellectual, Adaptive, Behavioral; CBA; RTI)
** Identify type of IEP meeting (e.g., initial, review, change of placement)
** Identify type of intervention preparation/development (e.g., RTI – Academic or Behavioral, non RTI Academic,
        Behavioral, Counseling, Crisis Intervention)

Comments: _____

_____

_____

Name:

		Cumulative Times Spent Engaged In Each Activity Per Month											Cumulative Totals		
		Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Fall	Spring	Year
ASSESSMENT	Review Files												0	0	0
	Student Interviews												0	0	0
	Parent Interviews												0	0	0
	Teacher Interviews												0	0	0
	Observation												0	0	0
	Informal Testing (e.g., CBA)												0	0	0
	Functional Assessment												0	0	0
	Formal Testing												0	0	0
	MDR Evaluation												0	0	0
	Protocol Analysis												0	0	0
WRITING	Form Completion												0	0	0
	Reports/Notes												0	0	0
	Other Writing												0	0	0
INTERVENTION	Academic												0	0	0
	Behavioral												0	0	0
	Individual Counseling												0	0	0
	Group Counseling												0	0	0
	Crisis Intervention												0	0	0
CONSULTATION	Teacher												0	0	0
	School Staff												0	0	0
	Parent												0	0	0
	Professional Collaboration												0	0	0
	Other												0	0	0
ORGANIZATION	Prep Forms/Materials												0	0	0
	Telephone Contacts												0	0	0
	Complete Log												0	0	0
	Travel Between Sites												0	0	0
	Other												0	0	0
MEETINGS	SBLC/SAT												0	0	0
	IEP Meeting												0	0	0
	Interpret to Parents												0	0	0
	Professional Conference												0	0	0
	Staffing & Other Meetings												0	0	0
TRAINING RECEIVED	Self-study												0	0	0
	Training in LEA												0	0	0
	Professional Workshop												0	0	0
	Other												0	0	0
TRAINING PROVIDED	Inservice												0	0	0
	Other Presentation												0	0	0

																			0		0		0
SUPERVISION	Professional Supervision																			0		0		0
	Peer Supervision																			0		0		0
	LEA Supervision																			0		0		0
	Other																			0		0		0
OTHER	Case Preparation/Research																			0		0		0
	Independent Research																			0		0		0
	Other																			0		0		0

Total Minutes:	0	0		0
Hours:	0	0		0

EVALUATION OF STUDENT PROGRESS

RESPONDENT: _____   TITLE: _____

DATE: _____

Rate the student's abilities/performances relative to their placement in your setting by circling the appropriate number for each statement, according to the competency scale indicated. Please focus on performance across students rather than the behavior of one student in particular.

5 Professional	4 Proficient	3 Adequate	2 Emerging	1 Minimal	NA not applicable /observed
(independent worker, minimal supervision needed)	(excellent skills, occasional supervision needed)	(good/average skills, regular supervision needed)	(skills needed improvement, required more supervision than expected in this area)	(little/no skill, needed training and supervision)	

1. Professional Competence (knowledge of a school psychologist's duties and responsibilities).

Knowledge of federal/state regulations	5	4	3	2	1	NA
Knowledge of case management procedures	5	4	3	2	1	NA

2. Adherence to ethical guidelines for service provision

Knowledge of ethical principles/guidelines	5	4	3	2	1	NA
Ethical performance of duties	5	4	3	2	1	NA

3. Professional conduct

General work attitude/enthusiasm	5	4	3	2	1	NA
General productivity	5	4	3	2	1	NA
Attendance	5	4	3	2	1	NA
Punctuality (arrival to and departure from work)	5	4	3	2	1	NA
Punctuality (completion of assignments)	5	4	3	2	1	NA
Level of independence relative to completion of assignments	5	4	3	2	1	NA
Presents positive public image	5	4	3	2	1	NA

4. Ability to work well with and respect opinions of other professionals

Interpersonal communication skills	5	4	3	2	1	NA
Cooperative decision-making skills	5	4	3	2	1	NA
Willingness to accept and act on constructive feedback	5	4	3	2	1	NA

5. Consultation

Knowledge of consultation models and methods	5	4	3	2	1	NA
Effective interviewing skills	5	4	3	2	1	NA
Effectiveness of consultation/conferencing with parents	5	4	3	2	1	NA
Effectiveness of consultation/conferencing with students	5	4	3	2	1	NA
Effectiveness of consultation/conferencing with teachers	5	4	3	2	1	NA

6. Ability to work well with diverse populations

Knowledge relative to impacts of cultural/ethnic differences	5	4	3	2	1	NA
Respect for individual differences	5	4	3	2	1	NA
Appropriate selection of materials and strategies in recognition of individual differences	5	4	3	2	1	NA

7. Good knowledge of intervention design and implementation

Appropriate data collection	5	4	3	2	1	NA
Appropriate intervention design	5	4	3	2	1	NA
Design practicality	5	4	3	2	1	NA
Empirically supported procedures used	5	4	3	2	1	NA
Effective implementation	5	4	3	2	1	NA
Appropriate follow-up evaluation/revision	5	4	3	2	1	NA
Positive impact demonstrated	5	4	3	2	1	NA

8. Test knowledge (administration, scoring, interpretation of various instruments typically used by school psychologists)

Cognitive Tests	5	4	3	2	1	NA
Social/Emotional/Behavioral Instruments	5	4	3	2	1	NA
Educational Assessments	5	4	3	2	1	NA
Written Communication skills (report writing)	5	4	3	2	1	NA

9. Counseling

Knowledge of counseling models and methods	5	4	3	2	1	NA
Effectiveness as an individual counselor	5	4	3	2	1	NA
Effectiveness as group counselor	5	4	3	2	1	NA

10. Other

Crisis management	5	4	3	2	1	NA
Provision of in-service trainings	5	4	3	2	1	NA
Program planning/evaluation	5	4	3	2	1	NA
Professional Development	5	4	3	2	1	NA

11. Student is making adequate progress toward completion of the minimum required number of hours for:

Internship (600 hr. per semester) __ YES __ NO   Practicum (120 hr. per semester) __ YES __ NO

Field Experience (10 hr. per semester) __ YES __ NO

Comments:_____
_____
_____
_____

SCHOOL PSYCHOLOGY PROGRAM
STUDENT TRACKING FORM

STUDENT NAME: _____ **SSN:** _____

Permanent Address _____   **Local Address:** _____

_____   _____

Home Phone: _____   **Local Phone:** _____

Cell Phone: _____

Semester/Year of entry into Program: _____   **Anticipated graduation date:** _____

Degree Plan Filed? __ Yes ___ No   **Major Professor:** _____

Courses Taken	Semester	Year	Instructor	Grade
Psychology 315 (Experimental)	_____	_____	_____	_____
Psychology 403 (Exceptional Child)	_____	_____	_____	_____
Psychology 406 (Personality)	_____	_____	_____	_____
Psychology 439 (Statistics)	_____	_____	_____	_____
Psychology 451 (Tests/Measurements)	_____	_____	_____	_____
Psy 503 (Adv. Child Psychology)	_____	_____	_____	_____
Psy 509 (Intelligence Testing)	_____	_____	_____	_____
Psy 511 (Individual Tests)	_____	_____	_____	_____
Psy 515 (Psychopathology)	_____	_____	_____	_____
Psy 522 (Quantitative Methods)	_____	_____	_____	_____
Psy 523 (Research Methods)	_____	_____	_____	_____
Psy 527 (Professional School Psychology)	_____	_____	_____	_____
Psy 534 (Theories of Learning)	_____	_____	_____	_____
Psy 552 (Behavior Modification)	_____	_____	_____	_____
Psy 571 (Basic Psychotherapy)	_____	_____	_____	_____
Psy 582 (Psychoed. Assessment)	_____	_____	_____	_____
Psy 588A (Historical/Legal/Procedural)	_____	_____	_____	_____
Psy 588B (Consult./Diagnosis/Intervent.)	_____	_____	_____	_____
Psy 599 (Thesis 3 hours)	_____	_____	_____	_____
Psy 599 (Thesis 3 hours)	_____	_____	_____	_____
EDAS 514 (School Law)	_____	_____	_____	_____
Educ. Elective ( )	_____	_____	_____	_____
Educ. Elective ( )	_____	_____	_____	_____

Master's Comps Passed   Date: _____

Graduation with Master's Degree   Date: _____

Psy 591 (Practicum 3 hours)   Semester _____   Year _____   Grade _____
Location_____   Supervisor _____

Psy 591 (Practicum 3 hours)   Semester _____   Year _____   Grade _____
Location_____   Supervisor _____

NASP Specialty Exam Taken   Date: _____   Passed? ___Yes ___No

Specialist Comps Passed   Date: _____

Psy 592 (Internship 6 hours)   Semester _____   Year _____   Grade _____
Location_____   Supervisor _____

Psy 592 (Internship 6 hours)   Semester _____   Year _____   Grade _____
Location_____   Supervisor _____

Graduation with Specialist Degree   Date: _____

Faculty Assessment of Student Yearly Progress

1st Year

Course Completion Rate: ___ Adequate ___ Inadequate
Comments/Remediation Plan: _____
_____

Cumulative GPA: ___ Adequate ___ Inadequate
Course Problem Areas:_____
_____

PSYC 588A/B Intervention Results: ___Adequate ___Inadequate
PSYC 509 Assessment Results: ___Adequate ___Inadequate
PSYC 552 Behavioral Intervention Plan: ___Adequate ___Inadequate
Comments/Remediation Plan: _____
_____

Faculty/Site Supervisor Written Feedback: ___ Adequate ___ Inadequate
Comments/Remediation Plan: _____
_____

Date Reviewed: _____ **By:** _____
Date Feedback Provided to Student: _____

Feedback Provided By: _____ **Student Signature:** _____

2nd Year

Course Completion Rate: ___ Adequate ___ Inadequate
Comments/Remediation Plan: _____
_____

Cumulative GPA: ___ Adequate ___ Inadequate
Course Problem Areas: _____
_____

PSYC 582 Evaluation Case: ___ Adequate ___ Inadequate
PSYC 527 In-service Presentation: ___ Adequate ___ Inadequate
PSYC 503 Article Critiques: ___ Adequate ___ Inadequate
PSYC 503 Class Presentation: ___ Adequate ___ Inadequate
EDAS 514 Comprehensive Final Grade: ___ Adequate ___ Inadequate
Comments/Remediation Plan: _____
_____

Faculty/Site Supervisor Reports: ___ Adequate ___ Inadequate
Comments/Remediation Plan: _____
_____

Thesis: ___ Completed ___ Progress Being Made ___ Inadequate Progress
Comments/Remediation Plan: _____
_____

Masters Comps: ___ Passed ___ Failed
Comments/Remediation Plan: _____
_____

Date Reviewed: _____ **By:** _____
Date Feedback Provided to Student: _____

Feedback Provided By: _____ **Student Signature:** _____

3rd Year

Internship Site: ___ Established   ___ Looking   ___ Delayed
Comments/Remediation Plan: _____
_____

Faculty/Site Supervisor Reports: ___ Adequate   ___ Inadequate
Comments/Remediation Plan: _____
_____

NCSP Exam: ___ Taken/Passed   ___ Taken/Not Passed   ___ Not Taken
Comments/Remediation Plan: _____
_____

Specialist Comps: ___ Passed   ___ Failed
Comments/Remediation Plan: _____
_____

Date Reviewed: _____   **By:** _____
Date Feedback Provided to Student (If Needed): _____

Feedback Provided By: _____   **Student Signature:** _____

GENERAL GUIDELINES FOR COMPREHENSIVE EXAMINATIONS

MASTER OF SCIENCE - PSYCHOLOGY
SCHOOL PSYCHOLOGY

1. General Information Concerning Comprehensive Examinations

a.   The comprehensive examination will consist of individual questions representing each course *__accepted__* as part of the student's M.S. degree plan, plus additional courses completed by the student and deemed acceptable by the student's committee. The examination will cover only 500 level courses, unless special permission has been given for a 400 level course. As a general rule, Psychology 529, 591, 592, 597, and 599 will not be covered on the examination.

b.   Each question will be constructed and evaluated by the faculty member who taught the course.

c.   The student is expected to adjust the time spent on questions relative to a particular course.

2. Divisions of the Examination and Manner of Administration

a.   The examination will be divided into **4 sessions across 2 days**. Each session will last approximately 4 hours. Specific dates and locations for the examinations will be announced each semester. Questions required for school psychology students will be offered according to the following schedule:

1st Morning	1st Afternoon	2nd Morning	2nd Afternoon
*522**	*515**	*509**	588B
*523**	*552**	*511**	*503**
*534**	*571**	527	*588A**
582	584	EDAS 514	Educ. Elective(s)

b.   At the beginning of each session, students will be given all of the questions for that session and thus will have the opportunity to examine all questions before responding to any of them. *Courses which are presented in italics* represent required courses in the master's program.* All others are part of the specialist program but may be taken as electives for the master's comprehensive examination if the students has taken these courses.

c.   As a student completes a session, the students will turn in responses to questions for that session as a completed packet prior to leaving. *All answered as well as unanswered questions are to be returned in the packet*.

3. Evaluation of the Examination

a.   Individual faculty members have the responsibility of determining the criteria for performance on their individual questions. Accuracy of at least 70% is required for successful passage of each course.

b.   The student's Graduate Committee has final responsibility of evaluating the student's overall performance.

4. Criteria for Successful Completion of the Comprehensive Examination

a.   Students must pass at least *2* courses from among the following:
           Psychology *522, 523,* and *534*

b.   Students must pass at least *2* courses from among the following:
           Psychology *515, 552,* and *571*

c.   Students must pass at least *3* courses from among the following:
           Psychology *503, 509, 511,* and *588A*

d.   Students must pass at least *8* courses overall (including the *7* which meet criteria indicated in a, b, and c above as well as *any 1 other* course either from the required or elective courses). Therefore, students would be wise to allocate the majority of their study and test time to the required courses rather than to a variety of elective courses.

GENERAL GUIDELINES FOR COMPREHENSIVE EXAMINATIONS

SPECIALIST IN SCHOOL PSYCHOLOGY

1. General Information Concerning Comprehensive Examinations

a.   The examination will consist of questions assessing *5 areas* of professional knowledge covered either in the student's specialist coursework or in their field and clinical experiences

b.   Questions will be constructed and evaluated by the school psychology faculty members. Specific courses will ___not___ be assessed.

2. Divisions of the Examination and Manner of Administration

a.   Comprehensive examinations for the Specialist Degree will be offered on the first day corresponding to the Master's examinations. This examination will be given in *2 sections* according to the following schedule.

Morning	**Afternoon**
History of the Profession	Professional Knowledge
Origin	Evaluation Components
Organization	Evaluation Criteria
Legal Cases	Interventions
General Assessment Issues	Ethics, Research, and Practice
IQ Testing	Ethical dilemmas
Other Assessment	Research
Techniques	Professional Practice
Integration of Test Results	
	Professional Development
	Continuing Education
	Expanding Roles
	Program Critique

b.   At the beginning of each session, students will be given all of the questions for that session and thus will have the opportunity to examine all questions before responding to any of them.

c.   As a student completes a session, the students will turn in responses to questions for that session as a completed packet prior to leaving. *All answered as well as unanswered questions are to be returned in the packet.*

3. Evaluation of the Examination

a.   School Psychology faculty members have the responsibility of determining that a student has met the 70% criteria for performance on each section of the specialist comprehensive examinations.

b.   Students should allow at least 2 weeks for grading of the examination by all required faculty members so that a consensus on overall performance may be achieved.

4. Criteria for Successful Completion of the Comprehensive Examination

a.   Students must pass **each** of the **5 sections** of the examination with at least 70% accuracy.

b.   Failure on any question within a section will not necessarily result in failure of that section, however failure of any section of the examination will result in overall failure.

Name: _____ **SS#:** _____

Address: _____ **Degree Sought:** <u>Master of Science</u>

    _____ **Degree Major:** <u>Psychology</u>

Semester/Term and year of first ULM Graduate School: _____

Master's Degree: Major <u>Psychology</u>	Specialist in School Psychology Degree
List of courses and semester hours:	List of courses and semester hours:
Psyc 503 (3) Psyc 534 (3)	Psyc 527 (3)
Psyc 509 (3) Psyc 552 (3)	Psyc 582 (3)
Psyc 511 (3) Psyc 571 (3)	Psyc 588B (3)
Psyc 515 (3) Psyc 588A (3)	Psyc 591 (6)
Psyc 522 (3) Psyc 599 (6)	Psyc 592 (12)
	EDAS 514 (3)
Research Course: <u>Psyc 523 (3)</u>	
	Education Electives (6 hours required from among):
Total hours for Master's: <u>36</u>	COUN or SPED 550 SPED or ELED 545
	COUN 510, 566, or 667 READ or SPED 501
Deficiencies: (List courses and semester hours)	SPED 504, 505, 506, 567, or 526
	Total hours: <u>36</u>
	Total hours in Specialist in School Psychology: _____ (Includes Master's Degree and Graduate Deficiencies)
	Master's Degree Earned:
	Degree: _____
Total hours of deficiencies _____	Date: _____

_____
Credit to be transferred to graduate program:
(Courses must be shown as they appear on the official transcript. List course and number, semester hours, institution, semester/quarter and year course taken and grade received)
_____

Distribution:
1. Registrar
2. Dean of Graduate School
3. Student
4. Major Professor
5. Department Head
6. Committee Member
   (minor or related area)

Approved:

_____
Major Professor   Date
_____
Committee Member   Date
_____
Committee Member   Date
_____
Dean of the Graduate School   Date

School Psychology M.S. Degree

Comprehensive Examination Content Requirements and Scoring Rubric

Student: _____   Major Advisor: _____   Semester/Year: F   S   20____

Comps Courses and Requirements (NASP Standards and ULM Objectives Addressed)	<70% = Unacceptable/Fail	70-85% = Acceptable/Low Pass	>85% = Target/Pass	Score P/LP/F
PSYC 503 - Advanced Child Psychology **(NASP - 2.4, 2.5, 2.8; ULM - 5)** Demonstrates knowledge of human development and developmental deviations. Demonstrates knowledge of cultural, ethnic, and other factors that impact on development.	Information incomplete regarding both required elements.	Basic components for both required elements provided. Information meets minimal standards.	Both required elements completely delineated. Additional context details and insights included beyond those required	___
PSYC 509 - Intelligence Testing **(NASP - 2.1, 2.4, 2.5, 2.9, 2.10; ULM - 1, 2, 7)** Demonstrates knowledge of models and methods of ethical assessment. Demonstrates ability to generate decisions and recommendations based on assessment data for diverse populations.	Information incomplete regarding both required elements.	Basic components for both required elements provided. Information meets minimal standards.	Both required elements completely delineated. Additional context details and insights included beyond those required	___
PSYC 511 - Individual Tests **(NASP - 2.1, 2.9, 2.10; ULM – 1, 2, 7)** Demonstrates knowledge of models and methods of ethical assessment of psychopathology. Demonstrates ability to interpret assessment data and generate recommendations for pathological deviations.	Information incomplete regarding both required elements.	Basic components for both required elements provided. Information meets minimal standards.	Both required elements completely delineated. Additional context details and insights included beyond those required	___
PSYC 515 – Psychopathology **(NASP - 2.3, 2.5, 2.7; ULM – 2, 3, 5, 7)** Demonstrates knowledge of pathological deviations in human development and the potential impact that these deviations have on learning and behavior. Demonstrates knowledge of methods to identify and address deviations across settings for a variety of pathologies.	Information incomplete regarding both required elements.	Basic components for both required elements provided. Information meets minimal standards.	Both required elements completely delineated. Additional context details and insights included beyond those required	___
PSYC 522 - Quantitative Methods **(NASP - 2.9, 2.11; ULM – 4, 6)** Demonstrates knowledge and application of processes involved in a variety of statistical analyses including computer-based procedures. Demonstrates ability to analyze/evaluate existing research data sets.	Information incomplete regarding both required elements.	Basic components for both required elements provided. Information meets minimal standards.	Both required elements completely delineated. Additional context details and insights included beyond those required	___

	Information incomplete regarding both required elements.	Basic components for both required elements provided. Information meets minimal standards.	Both required elements completely delineated. Additional context details and insights included beyond those required	
PSYC 523 - Research Methods **(NASP - 2.9, 2.11; ULM – 2, 4, 6)** Demonstrates knowledge of research designs and evaluative techniques including computer-based literature searches, data analyses, and interpretations. Demonstrates ability to evaluate existing research and plan a research-based study.	Information incomplete regarding both required elements.	Basic components for both required elements provided. Information meets minimal standards.	Both required elements completely delineated. Additional context details and insights included beyond those required	___
PSYC 534 - Theories of Learning **(NASP - 2.3, 2.5; ULM – 3, 5)** Demonstrates knowledge of varied theories of learning. Demonstrates knowledge of strategies for applying learning theory for diverse populations.	Information incomplete regarding both required elements.	Basic components for both required elements provided. Information meets minimal standards.	Both required elements completely delineated. Additional context details and insights included beyond those required	___
PSYC 552 - Behavior Modification **(NASP - 2.1, 2.2, 2.3; ULM – 2, 3, 5, 7)** Demonstrates knowledge of theories and strategies for behavioral management. Demonstrates knowledge of behavioral intervention applications in a variety of settings.	Information incomplete regarding both required elements.	Basic components for both required elements provided. Information meets minimal standards.	Both required elements completely delineated. Additional context details and insights included beyond those required	___
PSYC 571 - Theories of Psychotherapy **(NASP - 2.3, 2.4; ULM – 2, 5, 7)** Demonstrates knowledge of theories designed to address cognitive deficits. Demonstrates ability to identify therapies/interventions necessary to address specific mental health difficulties.	Information incomplete regarding both required elements.	Basic components for both required elements provided. Information meets minimal standards.	Both required elements completely delineated. Additional context details and insights included beyond those required	___
PSYC 588A – Historical/Legal/Procedural Issues **(NASP - 2.1, 2.6, 2.10; ULM – 3, 6)** Demonstrates knowledge of educational and school psychology procedures and the historical/legal rationale for these procedures. Demonstrates knowledge of collaborative strategies necessary to effect changes at all service delivery levels and locations.	Information incomplete regarding both required elements.	Basic components for both required elements provided. Information meets minimal standards.	Both required elements completely delineated. Additional context details and insights included beyond those required	___

Students must pass (LP or P) at least *2* courses from among the following: Psychology *522, 523,* and *534*   (# passed _____)
Students must pass (LP or P) at least *2* courses from among the following: Psychology *515, 552,* and *571*   (# passed _____)
Students must pass (LP or P) at least *3* courses from among the following: Psychology *503, 509, 511,* and *588A*   (# passed _____)
Students must pass (LP or P) at least *8* courses overall (including the *7* which meet criteria indicated above)   (Total # passed _____)

Comprehensive Examination Results: _____Satisfactory/Meets Criteria   _____Unsatisfactory/Does not Meet Criteria

School Psychology SSP Degree

Specialist-Level Comprehensive Examination Content Requirements and Scoring Rubric

Student: _____   **Major Advisor:** _____   **Semester/Year: F   S   20____**

Comps Requirements	<70% = Unacceptable/Fail	70-85% = Acceptable/Low Pass	>85% = Target/Pass	Score P/LP/F

History of the Profession
  Origin
  Organization
   Legal Cases
	Information incomplete regarding most required elements.	Basic components for all required elements provided. Information meets minimal standards.	All required elements completely delineated. Additional context details and insights included beyond those required	___

General Assessment Issues
  IQ Testing
  Other Assessment Techniques
  Integration of Test Results
	Information incomplete regarding most required elements.	Basic components for all required elements provided. Information meets minimal standards.	All required elements completely delineated. Additional context details and insights included beyond those required	___

Professional Knowledge
  Evaluation Components
  Evaluation Criteria
  Interventions
	Information incomplete regarding most required elements.	Basic components for all required elements provided. Information meets minimal standards.	All required elements completely delineated. Additional context details and insights included beyond those required	___

Ethics, Research, and Practice
  Ethical dilemmas
  Research
  Professional Practice
	Information incomplete regarding most required elements.	Basic components for all required elements provided. Information meets minimal standards.	All required elements completely delineated. Additional context details and insights included beyond those required	___

Professional Development
  Continuing Education
  Expanding Roles
  Program Critique
	Information incomplete regarding most required elements.	Basic components for all required elements provided. Information meets minimal standards.	All required elements completely delineated. Additional context details and insights included beyond those required	___

Overall Evaluation	Fails to meet minimal standard in one or more sections.	Meets at least minimal standards in all sections with targets met in no more than 2.	Meets target standards in 3 or more sections and minimal standards in remaining 2 sections.	___

Comprehensive Examination Results: _____Satisfactory/Meets Criteria   _____Unsatisfactory/Does not Meet Criteria

Counseling/Intervention Case Study Rubric

Student: _____   ___Field Experience ___Practicum ___Internship   Fall   Spring   20____

Activity Type	Case Component	Unacceptable 0 points	Acceptable 2 points	Excellent 4 points	Points Earned
Problem Identification, Data Collection & Analysis (2.1)	Referral Concerns	Referral source or basis for referral not indicated.	Referral source and basis for referral indicated.	Referral source and basis for referral indicated. Indication that referral question was clarified and narrowed to manageable and relevant concerns.	
	Screening	Case accepted without review of screening data.	Screening data collected, reviewed, and summarized.	Screening data collected, reviewed, and summarized. Potential implications of screening results on referral concerns indicated.	
Problem Analysis: Consultation, & Collaboration (2.2)	Teacher Interview(s)	No teacher interview(s).	Teacher interview(s) conducted. Relevant information obtained. Little or no probing of teacher responses.	Teacher interview(s) conducted. Relevant information obtained through probing and clarification of teacher responses. Collaborative relationship(s) evident and problem consensus achieved. Potential for treatment integrity assessed.	
	Parent Interview(s)	No parent interview(s).	Parent interview(s) conducted. Relevant information obtained. Little or no probing of parent responses.	Parent interview(s) conducted. Relevant information obtained through extensive probing, clarification, and expansion of parent responses. Background data collected. Consensus achieved regarding priorities for concerns that have been identified.	
	Client/Student Interview(s)	No client/student interview(s)	Client/student interview(s) conducted. Relevant information obtained.	Client/student interview(s) gain(s) clarification of concerns, inconsistencies, and client/student desire for assistance. Relevant information obtained, and rapport established.	
** Optional (Assign a score of 4 if outside consultations are not warranted and not conducted.) (2.8)	Consultation with individuals in community settings	No contact with relevant outside student placements and activities.	Relevant contact with individuals in outside student placements and activities. Useful information obtained.	Relevant contact with individuals in outside student placements and activities. Useful information obtained. Collaborative relationship(s) evident. Potential for data collection and treatment implementation and integrity assessed.	
	Observation(s)	No observation in classes/situations identified as relevant concerns.	Observation in classes/situations identified as relevant concerns using appropriate/systematic recording strategies.	Observation in classes/situations identified as relevant concerns using appropriate/systematic recording strategies. Comparison data collected for other student(s) in the observation setting. Data collected is appropriate in type and duration.	
** Optional	Referral to Outside Professionals	Outside referral is necessary but not evidenced in the report.	Need for outside referral is evaluated. Referral is made in a timely fashion if needed, or outside referral is deemed to be unnecessary.	Need for outside referral is evaluated. Referral is made in a timely fashion if needed, or outside referral is deemed to be unnecessary. Evidence of planning for post-referral collaboration and follow-up with outside professional.	
Data Collection, Informal Assessment & Analysis (2.3, 2.4)	Behavioral Assessments in Educational Setting(s)	Assessment is incomplete or inappropriate to referral concerns.	Assessment is appropriate to referral concerns and employs culturally appropriate strategies. General concerns identified.	Assessment is appropriate to referral concerns and employs culturally appropriate strategies. Specific difficulties are identified. Unique and common elements identified across evaluations from different teachers.	
** Optional (Assign a score of 4 if assessments are not warranted and not completed.) (2.8)	Behavioral Assessments in Home/Community Setting(s)	Assessment is incomplete or inappropriate to referral concerns.	Assessment is appropriate to referral concerns. General concerns identified.	Assessment is appropriate to referral concerns. Specific difficulties are identified. Unique and common elements identified across evaluations from different respondents and/or settings.	

Activity Type	Case Component	Unacceptable 0 points	Acceptable 5 points	Excellent 10 points	Points Earned
Intervention Planning, Monitoring, & Evaluation (2.5, 2.7)	Intervention Plan	Inappropriate or unrealistic plan for identified concerns. No baseline data or hypotheses.	Baseline data collected using empirically supported strategies, and hypotheses generated. Intervention plan developed that is appropriate to concerns, realistic, sufficient in duration, culturally sensitive, and based on collaboration and consensus.	Baseline data collected using appropriate strategies and empirically supported hypotheses generated. Intervention plan developed that is appropriate to concerns, realistic, sufficient in duration, culturally sensitive, and based on collaboration and consensus. Data-based system for intervention monitoring, evaluation, and revision are expressed components of the plan.	
	Intervention Implementation and Monitoring	Little or no monitoring for progress or treatment integrity.	Minimal evidence of monitoring for both progress and treatment integrity. Minimal data collected.	Sufficient evidence of monitoring for both progress and treatment integrity. Data provided that enables assessment of intervention effectiveness.	
	Intervention Evaluation	Insufficient data for evaluation or conclusions inappropriate.	Intervention evaluation evident and results charted. Appropriate conclusions drawn. No expressed plan for revision or continuation.	Intervention evaluation evident and appropriately charted. Appropriate conclusions drawn. Expressed plan for revision of ineffective intervention or continuation and expansion of effective strategies.	
	Intervention Follow-up	Insufficient or no follow-up indicated.	Follow-up results provided or plans for follow-up are clearly indicated.	Follow-up results provided and plans for continued monitoring of progress are indicated. Carryover and expansion plans are provided for application to different settings.	
Reporting Results	Report Format	Report does not follow provided or established guidelines.	Report generally follows established or provided guidelines. Minimal deviations in format are evident.	Report follows established or provided guidelines. No deviations in format are evident or justifications for deviations are implicitly or explicitly evident. Attention given not only to structure but also to content.	
	Written Language Skills	Report contains excessive errors. Proof-reading not evident.	Minimal errors in grammar and production. Some undefined jargon included that might be confusing to target audiences.	Minimal errors in grammar and production. Use of jargon minimized and clearly explained when included in the report. Readability level appropriate for distribution to target audience.	

Evidence of Positive Impact on Students (2.7)	Evaluation of Overall Program	Unacceptable 0 - 49 points overall	Acceptable 50 - 79 points overall	Excellent 80 - 100 points overall	Total Points Earned
		Program deemed to be ineffective due to poor planning, implementation, or data collection and evaluation.	Evidence of positive impact reflected in at least one area of intervention implementation based on evaluation of results and follow-up. Documentation of all results meets standards at least at the "acceptable" level.	Evidence of positive impact reflected in most areas of intervention implementation based on evaluation of results and follow-up. Well developed and implemented program. Intervention evaluated, and results clearly reported. Documentation of all results meets standards at least at the "acceptable" level.	_____ 100 U A E

Educational Evaluation - Case Study Rubric

Student: _____   ___Practicum ___Internship   **Fall   Spring   20____**

Activity Type	Case Component	Unacceptable 0 points	Acceptable 3 points	Excellent 5 points	Points Earned
Problem Identification: Data Collection & Analysis (2.1)	Referral Concerns	Referral source or basis for referral not indicated.	Referral source and basis for referral indicated.	Referral source and basis for referral indicated. Indication that referral question was clarified and narrowed to manageable and relevant concerns.	
	Screening	Case accepted without review of screening data.	Screening data collected, reviewed, and summarized.	Screening data collected, reviewed, and summarized. Potential implications of screening results on referral concerns indicated.	
	Review of Permanent Products	No collection or insufficient review of products.	Products collected and reviewed for each area of referral concern.	Products collected and reviewed for each area of referral concern. Unique and common elements (strengths, challenges, deficits) identified.	
Data Collection: Consultation, & Collaboration (2.2)	Teacher Interview(s)	No teacher interview(s).	Teacher interview(s) conducted. Relevant information obtained. Little or no probing of teacher responses.	Teacher interview(s) conducted. Relevant information obtained through probing and clarification of teacher responses. Collaborative relationship(s) evident, and problem consensus achieved. Potential for treatment integrity assessed.	
	Parent Interview(s)	No parent interview(s).	Parent interview(s) conducted. Relevant information obtained. Little or no probing of parent responses.	Parent interview(s) conducted. Relevant information obtained through extensive probing, clarification, and expansion of parent responses. Background data collected. Consensus achieved regarding priorities for concerns that have been identified.	
	Client/Student Interview(s)	No client/student interview(s)	Client/student interview(s) conducted. Relevant information obtained.	Client/student interview(s) gain(s) clarification of concerns, inconsistencies, and client/student desire for assistance. Relevant information obtained, and rapport established.	
	Classroom Observation	No observation in classes/situations identified as relevant concerns.	Observation in classes/situations identified as relevant concerns using systematic recording strategies.	Observation in classes/situations identified as relevant concerns using systematic recording strategies. Comparison data collected for other student(s) in the observation setting. Data collected is appropriate in type and duration.	
	Referral to Outside Professionals	Referrals are not made to outside professionals when warranted.	Appropriate referrals to outside professionals in areas of need. Referrals made in a timely fashion.	Appropriate referrals in all needed areas to outside professionals in a timely fashion. Evidence of consultation with outside professionals regarding screening/assessment needs.	
Data Collection: Informal Assessment & Analysis (2.3)	Curriculum-based Assessment	Assessment is incomplete or inappropriate to referral concerns.	Assessment is appropriate to curricula and referral concerns. Instructional level(s) identified. General concerns identified.	Assessment is appropriate to referral concerns and curricula. Instructional level(s) identified. Specific difficulties in each area of concern are identified. Unique and common elements identified across areas of concern.	
Intervention Planning, Monitoring, & Evaluation (2.4, 2.7)	Pre-referral Intervention	Case accepted without evidence of pre-referral intervention.	Appropriate pre-referral intervention evident. Data provided is insufficient to ascertain the integrity and effectiveness of the intervention.	Appropriate pre-referral intervention evident. Sufficient data provided to evaluate the integrity and effectiveness of the intervention. Insights gained regarding strategies that are acceptable for implementation in the classroom setting(s).	
	Intervention Plan	Inappropriate or unrealistic plan for identified concerns.	Intervention plan appropriate to concerns, realistic, and sufficient in duration.	Intervention plan appropriate to concerns, realistic, and sufficient in duration. Intervention monitoring, evaluation, and revision are expressed components of the plan.	

Activity Type	Case Component	Unacceptable 0 points	Acceptable 3 points	Excellent 5 points	Points Earned
Intervention Planning, Monitoring, & Evaluation (cont.)	Intervention Implementation and Monitoring	Little or no monitoring for progress or treatment integrity.	Minimal evidence of monitoring for both progress and treatment integrity. Minimal data collected.	Sufficient evidence of monitoring for both progress and treatment integrity. Data provided that enables assessment of intervention effectiveness.	
	Intervention Evaluation	Insufficient data for evaluation or conclusions inappropriate.	Intervention evaluation evident. Appropriate conclusions drawn. No expressed plan for revision or continuation.	Intervention evaluation evident. Appropriate conclusions drawn. Expressed plan for revision of ineffective intervention or continuation and expansion of effective strategies.	
Data Collection and Analysis: Formal Assessment (2.5)	Formal Assessment	Formal assessment conducted using inappropriate measures and/or strategies.	Formal assessment conducted using culturally appropriate measures and/or strategies. Carryover of data relative to educational needs is limited.	Formal assessment conducted using culturally appropriate measures and/or strategies. Data collected allow meaningful evaluation of strengths and needs in relationship to referral concerns and curriculum-based results. Relevance of data to educational setting is evident.	
	Analysis of Formal Assessment Data	Results reported but no evidence of synthesis.	Results reported, data analyzed and synthesized.	Results reported, data analyzed and synthesized. Comparison of formal and informal data provided. Possible educational implications and limitations of results are addressed.	
Data Synthesis, Collaboration & Consultation (2.2)	Results Integration	Incomplete results summary from all assessments and professionals	Results from all assessments and professionals summarized. Limited comparisons across assessments.	Results from all assessments and professionals summarized. Evidence of collaboration in conducting comparisons across assessments with consideration given for cultural concerns. Consistencies identified and discrepancies resolved.	
	Classification	Classification decision inappropriate to data collected.	Appropriate classification decision indicated based on data collected.	Appropriate classification decision indicated based on data collected. Summary rationale for decision provided based on local, state, and federal criteria.	
	Recommendations	Post-evaluation recommendations absent or unrelated to results.	Relevant post-evaluation recommendations provided.	Relevant post-evaluation recommendations provided. Clear relationship between post-evaluation recommendations, evaluation of interventions conducted prior to and during evaluation, and results of formal and informal assessments.	
Reporting Results	Report Format	Report does not follow provided or established guidelines.	Report generally follows established or provided guidelines. Minimal deviations in format are evident.	Report follows established or provided guidelines. No deviations in format are evident or justifications for deviations are implicitly or explicitly evident. Attention given not only to structure but also to content.	
	Written Language Skills	Report contains excessive errors. Proof-reading not evident.	Minimal errors in grammar and production. Some undefined jargon included that might be confusing to target audiences.	Minimal errors in grammar and production. Use of jargon minimized and clearly explained when included in the report. Readability level appropriate for distribution to target audience.	

Evidence of Positive Impact on Students	Evaluation of Overall Case	Unacceptable 0 - 49 points overall	Acceptable 50 - 79 points overall	Excellent 80 - 100 points overall	Total Points Earned
		Program deemed to be ineffective due to poor planning, implementation, or data collection and evaluation.	Evidence of positive impact reflected in at least one area of intervention implementation based on evaluation of results and recommendations.	Evidence of positive impact reflected in most areas of intervention implementation based on evaluation of results and recommendations. Accurate classification decision and useful recommendations provided for service provision and/or follow-up in the appropriate setting. Well implemented evaluation and clearly reported findings.	**100** **U A E**

Psychology 599 - Thesis Rubric (2.9)

Student: _____   **Major Advisor:** _____   **Completed: F   S   20____**

Activity Type	Required Components and Activities	4 points – Minimal Acceptance	5 points – Acceptance	Score
Problem Identification: Data Collection and Review	Exploration of literature for development of thesis topic based on interest, need, uniqueness of research ideas, and viability of ideas.	Student requires substantial guidance relative to exploration of available research.	Student demonstrates independence relative to exploration of available research.	
	Narrowing of research topic based on review and synthesis of related literature.	Student requires substantial assistance in synthesizing literature and narrowing research topic.	Student demonstrates independence relative to synthesis of literature and refinement of research topic.	
Data Collection, Review, and Synthesis	Development of the literature review to support rationale for the research study.	Student requires multiple drafts to develop acceptable literature review to support research rationale. Corrected error patterns are repeated.	Student requires few drafts to develop acceptable literature review to support research rationale. Once corrected, error patterns are not repeated.	
Research Planning	Clearly defined purpose for the study delineated and identification of hypotheses (if appropriate)	Student requires considerable assistance in development of purpose for study based on reviewed literature.	Student requires little or no assistance in development of purpose for study based on reviewed literature.	
	Study methodology outlined. Subjects, instrument(s), and procedures adhere to guidelines for the appropriate conduct of research with the population indicated.	Student requires multiple drafts to develop acceptable methodology. Knowledge of research design evident but application of knowledge is limited.	Student requires few drafts to develop acceptable methodology. Knowledge and application of research design evident.	
	Plan for data analysis appropriate to evaluation of the purpose (and hypotheses if indicated) of the study.	Statistical knowledge is evident, but student requires much assistance to match design to proposed analyses.	Student evidences statistical knowledge and application skills.	
Ethics	Student (and faculty associated with the proposed study) have completed the university required online training regarding ethical conduct for research.	Student experiences difficulty in completing online research training module. Multiple review and retake sessions are warranted.	Student readily completes online research training module.	
Research Implementation	Thesis proposal draft submitted to faculty committee members deemed appropriate for scheduling of proposal meeting.	Thesis proposal draft requires substantial revision prior to scheduling the proposal committee meeting.	Thesis proposal draft requires minimal revision prior to scheduling the proposal committee meeting.	
	Successful proposal of the thesis to faculty committee members and other appropriate individuals.	Student clearly presents thesis proposal but experiences difficulty responding to questions and suggestions for revision.	Student clearly presents thesis proposal and appropriately responds to questions and suggestions for revision.	
	University Human Subjects Review Committee grants permission to conduct the study.	Student initially fails to submit all required information. Study is subsequently accepted.	Study is accepted as submitted. Student includes all required documents in initial submission.	

Activity Type	Required Components and Activities	4 points – Minimal Acceptance	5 points – Acceptance	Score
Research Implementation cont.	Student carries out the study.	Student carries out the study, but requires assistance and encouragement.	Student independently carries out the study in an effective and timely manner.	
Data Analyses and Report of Findings	Study data are analyzed using appropriate statistical methods and tools.	Student requires substantial assistance in completing data analyses. Appropriate statistical methods and tools used.	Student independently completes data analyses using appropriate statistical methods and tools (including computer-based processes if appropriate).	
	Reporting of results provides accurate depiction of findings based on statistical analyses.	Student requires substantial assistance in reporting findings of data analyses.	Student independently and accurately reports findings of data analyses.	
	Discussion and conclusions drawn accurately reflect and extend data-based findings.	Student requires substantial assistance in accurately drawing conclusions based on obtained evidence.	Student independently and accurately draws conclusions based on evidence obtained during the study.	
Style and Finishing	Thesis adheres to APA and graduate school style relative to organization, production, and formatting.	Student displays acceptable knowledge of style and formatting guidelines. Adherence is inconsistent.	Student displays acceptable knowledge of and adherence to style and formatting guidelines.	
Dissemination of Results	Completed thesis draft submitted to faculty committee members deemed appropriate for scheduling of defense meeting.	Thesis defense draft requires substantial revision prior to scheduling the defense committee meeting.	Thesis defense draft requires minimal revision prior to scheduling the defense committee meeting.	
	Successful defense of the thesis to faculty committee members and other appropriate individuals.	Student clearly defends thesis results but experiences difficulty responding to questions and suggestions for revision.	Student clearly defends thesis results and appropriately responds to questions and suggestions for revision.	
	Timely submission of thesis to graduate school for review.	Thesis submitted to graduate school based on less than 1 week extension.	Thesis submitted to graduate school prior to published deadline.	
	Thesis deemed acceptable by graduate school.	Thesis deemed acceptable by graduate school with moderate revisions.	Thesis deemed acceptable by graduate school with minimal or no revisions.	
	External Dissemination of Thesis Results	Thesis submitted for in-house or external student competition.	Thesis submitted for publication or presentation at professional conference.	

Total Points Earned _____

Final Evaluation of Thesis Performance Level _____Minimal Acceptance (80 – 90 points) _____Acceptance (91 – 100 points)

PSYC 591/592 – PRACTICUM AND INTERNSHIP PORTFOLIO ASSESSMENT/EVALUATION

Student Name: _____   Semester: __1st __2nd __3rd __4th   Academic Year _____

	4 points	3 points	1 point
	Excellent	Acceptable	Unacceptable
Submission Requirements (NASP – 2.10 – Time Management and Attention to Required Standards) (K1, S1, D1)	Student adhered to all required submission elements.	Student generally adhered to submission elements, however difficulty was evident in one area (indicated). __submitted on time __typed presentations __supporting documentation __bound __blinded results	Student generally adhered to submission elements, however difficulty was evident in 2 areas (indicated). __submitted on time __typed presentations __supporting documentation __bound __blinded results

Required Components (NASP – 2.10 – Practice Consistent with Required Standards)
 	
(K2, S2)
	Student's portfolio exceeded required elements. Description of additional learning activities and experiences were provided.	Student's portfolio contained required elements only.	Student's portfolio was incomplete. One required element missing (indicated).
			__initial evaluation
			__reevaluation
			__behavior management
			   intervention
			__summary results of a consultation
			__manifest determination
			__functional behavioral assessment
			__professional development/self
			   study activities

Organization NASP – 2.10 – Professional Practice (K1, S2, S6, D1, D6)	Portfolio reflects good student organization skills. Guides and explanations for components included. Presentation of materials adds greatly to ease of assessment.	Portfolio reflects adequate student organization skills. Orderly presentation of materials, but minimal guides or explanations provided.	Portfolio reflects less than efficient student organization skills. Components may be included, but no guides or explanations provided.
Accuracy and Evidence of Positive Impact on PK-12 Students (K2, K6, S6, D2, D6) (See back of this sheet for details used in evaluating this section)	Accurate links between presenting problems and strategies employed. Student actions reflect mastery of required professional responsibilities. Data presented and reflect positive impacts on students.	Mostly accurate links between presenting problems and strategies employed. Student actions reflect emerging mastery of required professional responsibilities. Evidence of data use but not presented in summaries.	Links between presenting problems and strategies employed are minimally accurate. Student actions reflect basic familiarity with data collection and professional responsibilities, but lack required level of professionalism.

Overall Score _____   Corrective Action(s): ___None   ___ Conference ___ Resubmit   ___ Extend Supervision   ___Extend Internship

Accuracy and Evidence of Positive Impact Criteria

	*INITIAL EVALUATION		REEVALUATION		**BEHAVIOR MANAGEMENT INTERVENTION		**SUMMARY RESULTS OF A CONSULTATION		MANIFEST DETERMINATION		FUNCTIONAL BEHAVIORAL ASSESSMENT		PROFESSIONAL DEVELOP./ SELF-STUDY ACTIVITIES	
Statement of the Problem	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate
Data Review	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate
Case Consultations	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	NA	NA
Selection of Strategies	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate
Design of Implementation	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	NA	NA	NA	NA	Accurate	Inaccurate
Implementation of Strategies	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Accurate	Inaccurate	Adequate	Inadequate
Progress Monitoring	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	NA	NA	NA	NA	NA	NA
Evaluation of Effectiveness	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	NA	NA	NA	NA	NA	NA
Integration of Results	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	NA	NA
Follow-up/ Revision and Recommendations	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	NA	NA
Evidence of Impact	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	NA	NA
Evidence of Diversity	Present	Absent	Present	Absent	Present	Absent	Present	Absent	Present	Absent	Present	Absent	Present	Absent
Overall Impression	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Adequate	Inadequate

    * Refer to Educational Evaluation – Case Study Rubric to complete this section. (NASP - 2.1, 2.2, 2.3, 2.4., 2.5, 2.7)
    ** Refer to Counseling/Intervention – Case Study Rubric to complete this section. (NASP - 2.1, 2.2, 2.3, 2.4., 2.5, 2.7)

Observation of Learning Outcomes

Prestructural (1)	Unistructural (2)	Multistructural (3)	Relational (4)	Extended Abstract (5)
There may be preliminary preparation, but the task itself is not attacked in an appropriate way.	One aspect of the task is performed or understood serially; but there is no relationship to facts or ideas	Two or more aspects of the task are performed or understood serially with limited interrelationships to other ideas	Several aspects are integrated so that the whole has a coherent structure and meaning in and of itself	The coherent whole is raised to a higher level of performance showing expertise within and of itself.

_____   **Composite SOLO Rating: K 1, 2, 6; S 1, 2, 6; D 1, 2, 6**

ELIGIBILITY TO REMAIN IN THE GRADUATE SCHOOL

The Director of Graduate Studies and Research will deny further continuance in graduate work to any graduate student who meets one or more of the following conditions:

• Any grade lower than C
• a graduate GPA that falls below 3.0.

APPEALS FOR ADMISSION OR READMISSION

A graduate student who is denied admission to or further continuance in the Graduate School or a specific graduate degree program may appeal to the Graduate Council for admission or readmission. The following supportive information must be provided:

1. A personal letter of appeal from the student. In this letter, the student should build his/her case for admission/readmission.
2. The student's scores from the Graduate Record Examination (General Test) or the Graduate Management Admission Test (MBA only).
3. Three letters of support from those (especially professors) who can attest to the student's scholarly ability and potential.
4. Any other evidence of professional competence which will enhance the student's appeal.

For further information please contact the Office of Graduate Studies and Research or the Coordinator of Graduate Studies for the particular major and college involved.

CREDIT HOUR SYSTEM AND COURSE NUMBERING

The value of each course of instruction is stated in terms of semester hours. Courses are normally numbered according to the following system: 100 to 199, freshman; 200 to 299, sophomore; 300 to 399, junior; 400 to 499, senior; 500 to 599, graduate; 600 to 699, courses beyond the Master's level; 700 to 799, Doctor of Education courses coordinated by the Louisiana Education Consortium (LEC) and Doctor of Philosophy in Marriage and Family Therapy. Courses for the Ph.D. in pharmacy range from 400 to 699. Certain courses in the 400 level are accepted for graduate credit, where so indicated. Graduate status is required for graduate credit in these courses.

COURSE LOAD

A full-time graduate student may schedule from nine to eighteen semester hours during a regular semester. A full-time graduate student in the College of Pharmacy may schedule from twelve to eighteen semester hours during a regular semester. A part-time student may schedule limited course work depending upon the time which can be devoted to graduate study. A graduate student who has a graduate assistantship or a graduate work-study position must have the approval of the major professor and the Director of Graduate Studies and Research to enroll in a course load exceeding fifteen semester hours during a regular semester. The maximum course load for a student registered for graduate study

GRADUATE SCHOOL REGULATIONS 35

REQUIREMENTS FOR GRADUATE DEGREES

Degree requirements are usually completed under the policies and regulations listed in the Graduate Catalog in effect at the time of admission. However, and with departmental approval, the Graduate Catalog in effect during the semester in which degree requirements are completed may be used.

All students seeking an advanced degree must adhere to the regulations discussed in this section. Departments may have additional specific degree requirements that students must meet to receive an advanced degree.

Each student who expects to take comprehensive examinations and/or graduate must file an application to take the comprehensive examination and/or to graduate with the Director of Graduate Studies and Research by the date indicated in the University Calendar for the semester or summer term in which the degree is to be awarded.

To fulfill the course requirements for a master's degree, the candidate shall present an average of not less than B on all graduate work pursued and all work in the major field, with no grade lower than C and not more than six semester hours of credit with a grade of C.

The candidate must pass a comprehensive final examination in both the major and related areas or minor. This examination may be written or both oral and written. Comprehensive examinations are not required of candidates for the Master of Business Administration degree.

A candidate for the Master of Education or Master of Music degree with a specialty area in Music Education must hold a valid teacher's certificate issued by the Louisiana State Department of Education or its equivalent. The only exceptions to this regulation are the candidates for the Master of Education degree with majors in Counseling and Non-School Emphasis in Educational Technology Leadership.

Regulations governing degree requirements for doctoral programs are detailed within program descriptions for individual doctoral programs of study.

All candidates who are to receive degrees are required to be present at commencement exercises for the conferring of the degree unless the Director of Graduate Studies and Research is notified, in writing, to the contrary.

TRANSFER OF CREDIT AND RESIDENCE REQUIREMENTS

MASTER'S DEGREES

Students must complete at least two-thirds of the hours required for a master's degree through courses offered by the University of Louisiana at Monroe. Transfer credit may not total more than one-third of the master's degree program. With the approval of the student's graduate advisory committee and the Director of Graduate Studies and Research, a maximum of six semester hours of C grades earned at ULM may be transferred from one program to another or from non-degree status to a degree program. Transfer credit must meet the following requirements:

1. Credit must be earned in residence at a regionally accredited college or university.
2. Credit must be accepted as applicable to the student's degree program.
3. Grade of B or better must be earned.
4. Credit must meet six-year time limit for master's degree program.

ATTACHMENT D- RESPONSE TO NASP STANDARD I

Directions: Complete the following table by providing a *brief* response to each standard. The brief responses should describe (a) official "policy" that addresses this standard and (b) "practice" that demonstrates the program's implementation of the standard. The program's brief response should reference relevant program documentation (refer to specific document, such as a program handbook, and page number) located in attachments to support program policy and practice. In addition to the program handbook in Attachment C, submit an attachment containing transcripts of three recent (within the last academic year) program completers as part of this attachment, and reference these documents in the brief responses below, as needed to support policy and practice of the program. (Candidate identity must be masked on the transcripts). If the program handbook does not contain program academic requirements, also include relevant pages from the institution's graduate catalog or other source of institutional documentation of program requirements.

Standards	Response/Documentation
I. PROGRAM CONTEXT/STRUCTURE School psychology training is delivered within a context of program values and clearly articulated training philosophy/mission, goals, and objectives. Training includes a comprehensive, integrated program of study delivered by qualified faculty, as well as substantial supervised field experiences necessary for the preparation of competent school psychologists whose services positively impact children, youth, families, and other consumers.	
1.1 The program provides to all candidates a clearly articulated training philosophy/mission, goals, and objectives. An integrated and sequential program of study and supervised practice clearly identified as being in school psychology and consistent with the program's philosophy/mission, goals, and objectives are provided to all candidates.	The detailed program philosophy, objectives, and requirements are included in the Program Handbook (Attachment I C, pages 1-3) that is provided to candidates in the 1st month of the student's program participation. The Program Handbook includes the recommended course sequence (page 7) and a typical degree plan (page 29). To ensure dissemination of this information, components of the Program Handbook are discussed with students in an orientation session at the beginning of their initial semester of participation in the program.
1.2 A commitment to understanding and responding to human diversity is articulated in the program's philosophy/mission, goals, and objectives and practiced throughout all aspects of the program, including admissions, faculty, coursework, practica, and internship	Maintenance of a diverse faculty and student population is desired, but sometimes difficult to achieve. However, the program's commitment to diversity is reflected in the Program Philosophy, Goal, and Objectives that are outlined in the Program Handbook (Attachment I C, objectives 2, 5, and 7,

Standards	Response/Documentation
experiences. Human diversity is recognized as a strength that is valued and respected.	pages 2-3). Candidate characteristics (Attachment I A) further reflect the university and departmental commitment of promoting and serving diversity. Site supervisor evaluation results (Assessments 4 and 7) and topics indicated on most course syllabi also demonstrate evidence of this commitment.
1.3 Candidates have opportunities to develop an affiliation with colleagues, faculty, and the profession through a continuous full-time residency or alternative planned experiences.	The Graduate Catalog (Attachment I C 2, page 40) outlines residency requirements for students. The Program Handbook (Attachment I C, pages 4-5) also provides policies regarding full-time admissions and course completion. Although full-time program participation is recommended and desired, non traditional students also are allowed flexibility in the completion of their program. All students complete a research thesis that involves collaboration with a major faculty advisor and two additional faculty committee members.
1.4 The program possesses at least three full-time equivalent faculty. At least two faculty members (including the program administrator) shall hold the doctorate with specialization in school psychology and be actively engaged in school psychology as a profession (e.g., by possessing state and/or national credentials, having experience as a school psychologist, participating in professional school psychology associations, and/or contributing to research, scholarly publications, and presentations in the field). Other program faculty possess the doctoral degree in psychology, education, or a closely related discipline with a specialization supportive of their training responsibilities in the school psychology program.	Three full-time faculty members with terminal degrees and applied experience in school psychology are assigned to the program along with one additional faculty member possessing a related degree and two adjunct faculty members who teach field-based courses (Attachment I B). Primary school psychology faculty members also are outlined in the Program Handbook (Attachment I C, page 10). Although one of those faculty members also serves as department head, each of the three teaches courses required for the program. Three of the school psychology faculty members (i.e., Lewis, Cottingham, & Williamson) maintain NASP membership. Two (i.e., Lewis & Cottingham) maintain the NCSP, membership in the state association (LSPA), and membership in the Trainers of School Psychologists. One faculty member, Dr. Lewis, previously served on the NASP Publications Board and the NASP Ethical and Professional Standards Committee, and both Drs. Cottingham and Lewis have served on the state School Psychology Focus Group. Additionally, other full-time faculty members and part-time school psychology practitioners provide specific instruction within the program consistent with their areas of expertise
1.5 The program provides, collaborates in, or contributes to continuing professional development opportunities for practicing school psychologists based on the needs of practitioners.	Faculty members in the program actively participate in state, regional, and national associations for psychologists as conference attendees, presenters, and leaders. Continuing education activities provided to area practitioners have included coordination of participation in standardization activities associated with new or revised tests (e.g., RIAS and DAS-II) and training sessions regarding newly released tests (e.g., KTEA-II and BASC-II) as well

Standards	Response/Documentation
	as current practices in the field (e.g., Reauthorization of IDEA and RTI). Approximately 70 people attended each of four recent in-service sessions. Graduate students were admitted free or at reduced cost. Area practitioners who had provided supervision to our graduate students also were admitted free of charge. ULM maintained an active member on the state's School Psychology Focus Group for the 3 years of that group's existence. Interactions with and planning for school psychologists throughout the state occurred in this venue. One ULM faculty member supervised a sampling of state school psychologists regarding their daily activities with the intention of documenting the many contributions that school psychologists make. Information gained as a result of participation in professional associations also is disseminated to area practitioners (e.g., NASP information subsequent to Katrina and Rita disasters). Attachment B provides limited documentation of faculty activities.
REQUIREMENTS FOR SPECIALIST-LEVEL PROGRAMS ONLY (1.6-1.7)	
1.6 Specialist-level programs consist of a minimum of three years of full-time study or the equivalent at the graduate level. The program shall include at least 60 graduate semester hours or the equivalent, at least 54 hours of which are exclusive of credit for the supervised internship experience. Institutional documentation of program completion shall be provided.	Completion of the school psychology program requires 72 graduate hours of which 12 hours are assigned to the internship. The Program Handbook (Attachment I C, pages 5-7, 24-26, 29) reflects this requirement. Student transcripts reflect institutional documentation of completion of the Specialist in School Psychology degree requirements.
1.7 Specialist-level programs include a minimum of one academic year of supervised internship experience, consisting of a minimum of 1200 clock hours.	Internship requirements and practices are reflected in the Program Handbook (Attachment I C, pages 8, 12-15). These guidelines reflect the program's requirement that the internship experience span no less than one academic year for a minimum of 1200 clock-hours. Summaries of student activity logs (Attachment I G) and site supervisor evaluations (Assessment 7) further document adherence to this standard.
REQUIREMENTS FOR DOCTORAL PROGRAMS ONLY (1.8-1.10)	
1.8 Doctoral programs provide greater depth in multiple domains of school psychology training and practice as specified in	

Standards	Response/Documentation
these standards (see Standard II). (Note: Programs are encouraged to provide opportunities for doctoral study for practicing school psychologists and, to the greatest extent possible, credit for prior training.)	
1.9 Doctoral programs consist of a minimum of four years of full-time study or the equivalent at the graduate level. The program shall include a minimum of 90 graduate semester hours or the equivalent, at least 78 of which are exclusive of credit for the doctoral supervised internship experience and any terminal doctoral project (e.g., dissertation) and shall culminate in institutional documentation.	
1.10 Doctoral programs include a minimum of one academic year of doctoral supervised internship experience, consisting of a minimum of 1500 clock hours.	

Student 2006-4

GRADUATE ACADEMIC RECORD
   Higher Education Institutions:
    LOUISIANA TECH UNIVERSITY   Jun 1998 - May 2003
   Degrees Awarded:
    SPECIALIST IN SCHOOL PSYCHOLOGY   May 20, 2006
     GRADUATE SCHOOL
      Major: SCHOOL PSYCHOLOGY SPECIALIST
      Cum GPA: 3.720
    MASTER OF SCIENCE   May 21, 2005
     GRADUATE SCHOOL
      Major: PSYCHOLOGY
      Cum GPA: 3.684

      THESIS TITLE: "THE RELATIONSHIP BETWEEN
      PERCEIVED PARENTING STYLES AND DEPRESSION
      IN UNDERGRADUATE STUDENTS"
      +++
      PASSED COMPREHENSIVE EXAMINATION FOR MS DEGREE
      +++
    PASSED COMPREHENSIVE EXAMINATION FOR SSP DEGREE
    BACHELOR OF ARTS   May 24, 2003
     LOUISIANA TECH UNIVERSITY
      Major: PSYCHOLOGY
-----------------------2003 FALL-------------------------
   Academic Program:
    GRADUATE SCHOOL
     SPECIALIST IN SCHOOL PSYCHOLOGY
      Major: SCHOOL PSYCHOLOGY SPECIALIST

Course	Title	Grade	Credits	Points
PSYC-509 -01	INTELLIGENCE TESTING	A	3.00	12.00
PSYC-515 -01	PSYCHOPATHOLOGY	A	3.00	12.00
PSYC-522 -01	QUANT METH BEHAV SCI	B	3.00	9.00
PSYC-534 -01	THEORIES OF LEARNING	A	3.00	12.00
PSYC-552 -50	BEHAVR MODIFICATION	A	3.00	12.00
PSYC-588D-01	BEHAVIORAL OBSERVA	B	3.00	9.00

----------------------2004 SPRING------------------------

Course	Title	Grade	Credits	Points
COUN-566 -52	SCHOOL COUNSELING	W	(3.00)	
PSYC-502 -50	SOCIAL COGNITION	B	3.00	9.00
PSYC-511 -01	INDIVIDUAL TESTS	B	3.00	9.00
PSYC-523 -02	RESEARCH METHODS	A	3.00	12.00
PSYC-571 -01	BASIC PSYCHOTHERAPY	B	3.00	9.00
PSYC-588D-01	BEHAVIORAL OBSERVA	A	3.00	12.00

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-----------------------2004 FALL------------------------
PSYC-503 -50 ADV CHILD PSYCHOLOGY     A   3.00  12.00
PSYC-582 -50 PSY-ED DIAG & INTERV     A   3.00  12.00
PSYC-588C-01 DIAG/TREATM/INTERVEN     A   3.00  12.00
PSYC-591 -01 PRACTICUM PSY            A   3.00  12.00
PSYC-599 -01 THESIS                   CR  3.00

----------------------2005 SPRING-----------------------
   Program Changed To:
     MASTER OF SCIENCE
       Major:  PSYCHOLOGY
-----------------------------------------------------------
PSYC-527 -50 SCHOOL PSYCHOLOGY        B   3.00   9.00
PSYC-588C-50 DIAG/TREATM/INTERVEN     A   3.00  12.00
PSYC-591 -01 PRACTICUM PSY            A   3.00  12.00
PSYC-599 -01 THESIS                   CR  3.00
SPED-545 -51 ED TECH/EXCEPT CHILD     A   3.00  12.00

---------------------2005 SUMMER I----------------------
   Program Changed To:
     SPECIALIST IN SCHOOL PSYCHOLOGY
       Major:  SCHOOL PSYCHOLOGY SPECIALIST
-----------------------------------------------------------
EDAS-514 -01 SCHOOL LAW               B   3.00   9.00

---------------------2005 SUMMER II---------------------
COUN-510 -01 METHODS OF COUNSELING    A   3.00  12.00

-----------------------2005 FALL------------------------
PSYC-592 -01 INTERN PSYCH SERV        A   6.00  24.00

----------------------2006 SPRING-----------------------
PSYC-592 -01 INTERN PSYCH SERV        A   6.00  24.00
-----------------------------------------------------------
                 AHRS   EHRS   QHRS   QPTS   GPA
   Cumulative   84.00  81.00   75.00  279.00  3.720
   Requirements completed for SPECIALIST IN SCHOOL PSYCHOLOGY
-------------End of GRADUATE ACADEMIC RECORD---------------
```

SPECIALIST IN SCHOOL PSYCHOLOGY   May 20, 2006
  GRADUATE SCHOOL
    Major: SCHOOL PSYCHOLOGY SPECIALIST
    Cum GPA: 3.840
 MASTER OF SCIENCE   Dec 18, 2004
  GRADUATE SCHOOL
    Major: PSYCHOLOGY, with concentration in
        Psychometrics
    Cum GPA: 3.812
     THESIS TITLE: "RELATIONSHIPS BETWEEN HELPING
     BEHAVIOR, PHYSICAL ATTRACTIVENESS, GENDER,
     MASCULINITY AND FEMININITY, AND KINSHIP"
     ++
     PASSED COMPREHENSIVE EXAMINATION FOR MS DEGREE
 BACHELOR OF ARTS   May 18, 2002
  COLLEGE OF EDUCATION & HUMAN DEVELOPMENT
    Major: PSYCHOLOGY
    Cum GPA: 3.035
 PASSED COMPREHENSIVE EXAMINATION FOR SSP DEGREE
         --------------------2002 SUMMER II-----------------------
   Academic Program:
    GRADUATE SCHOOL
     MASTER OF ARTS
      Major: CRIMINAL JUSTICE

CJUS-301 -02 CJ PROCED & EVIDENCE   A   3.00 12.00*
PSYC-552 -02 BEHAVR MODIFICATION   A   3.00 12.00
PSYC-553 -02 BEHAV INTERVEN LAB   A   1.00   4.00

------------------------2002 FALL-------------------------
CJUS-101 -02 INTRODUCTION CR JUS   W   0.00   *
CJUS-501 -51 PROSEMINAR IN CR/JUS   A   3.00 12.00
CJUS-505 -01 ADV THEORIES CRIME/DELINQUENCY
                                         B   3.00   9.00
CJUS-510 -51 ADV RESEARCH METHODS IN CJUS W (3.00)
CJUS-576 -51 MINORITIES/CRIME&CJUS   W (3.00)
PSYC-515 -01 PSYCHOPATHOLOGY   A   3.00 12.00

----------------------2003 SPRING-----------------------
PSYC-503 -50 ADV CHILD PSYCHOLOGY   A   3.00 12.00
PSYC-511 -01 INDIVIDUAL TESTS   A   3.00 12.00
PSYC-531 -01 ANALYSIS OF BEHAVIOR   W (3.00)
PSYC-571 -01 BASIC PSYCHOTHERAPY   W (3.00)
PSYC-588D-01 BEHAVIORAL OBSERVA   A   3.00 12.00

```
------------------------2003 FALL-------------------------
    Program Changed To:
        MASTER OF SCIENCE
          Major:  PSYCHOLOGY
-----------------------------------------------------------
PSYC-508 -01 CLINICAL PSYCHOLOGY        B   3.00   9.00
PSYC-509 -01 INTELLIGENCE TESTING       A   3.00  12.00
PSYC-518 -01 PSY ASSESSMENT             A   3.00  12.00
PSYC-522 -01 QUANT METH BEHAV SCI       B   3.00   9.00


----------------------2004 SPRING------------------------
DANC-114 -02 JAZZ DANCE I               A   1.00   4.00*
PSYC-451 -01 PSY TEST MEASUREMENT       A   3.00  12.00
PSYC-523 -02 RESEARCH METHODS           A   3.00  12.00
PSYC-561 -01 NEUROPSYCHOLOGY            B   3.00   9.00
PSYC-571 -01 BASIC PSYCHOTHERAPY        A   3.00  12.00


---------------------2004 SUMMER I----------------------
PSYC-592 -01 INTERN PSYCH SERV          A   3.00  12.00
PSYC-599 -01 THESIS                    CR   3.00


--------------------2004 SUMMER II----------------------
PSYC-592 -02 INTERN PSYCH SERV          A   3.00  12.00


----------------------2004 FALL-------------------------
PSYC-534 -01 THEORIES OF LEARNING       A   3.00  12.00
PSYC-582 -50 PSY-ED DIAG & INTERV       A   3.00  12.00
PSYC-588C-01 DIAG/TREATM/INTERVEN       A   3.00  12.00
PSYC-591 -01 PRACTICUM PSY              A   3.00  12.00
PSYC-599 -01 THESIS                    CR   3.00


----------------------2005 SPRING------------------------
    Program Changed To:
        SPECIALIST IN SCHOOL PSYCHOLOGY
          Major:  SCHOOL PSYCHOLOGY SPECIALIST
-----------------------------------------------------------
PSYC-527 -50 SCHOOL PSYCHOLOGY          B   3.00   9.00
PSYC-588C-50 DIAG/TREATM/INTERVEN       A   3.00  12.00
PSYC-588D-01 BEHAVIORAL OBSERVA         W  (3.00)
PSYC-591 -01 PRACTICUM PSY              A   3.00  12.00


----------------------2005 SUMMER I----------------------
COUN-650D-01 COUN SP POP/SELEC POP      A   3.00  12.00
EDAS-514 -01 SCHOOL LAW                 A   3.00  12.00
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--------------------2005 SUMMER II-----------------------
COUN-668 -01 SEMINAR IN COUNSELING   A   3.00 12.00

-----------------------2005 FALL-------------------------
PSYC-592 -01 INTERN PSYCH SERV   A   6.00 24.00

----------------------2006 SPRING------------------------
PSYC-592 -01 INTERN PSYCH SERV   A   6.00 24.00

                    AHRS   EHRS   QHRS   QPTS   GPA
   Cumulative   115.00 100.00 94.00 361.00 3.840
   Requirements completed for SPECIALIST IN SCHOOL PSYCHOLOGY
-------------End of GRADUATE ACADEMIC RECORD---------------

SPECIALIST IN SCHOOL PSYCHOLOGY   May 20, 2006
  GRADUATE SCHOOL
   Major: SCHOOL PSYCHOLOGY SPECIALIST
   Cum GPA: 3.927
MASTER OF SCIENCE   May 22, 2004
  GRADUATE SCHOOL
   Major: PSYCHOLOGY, with concentration in
      School Psychology
   Cum GPA: 3.916
   THESIS TITLE: "BODY IMAGE AS PREDICTED BY PERF
   OBSESSIVE COMPULSIVENESS, AND ASSERTIVENESS"
   +++
   PASSED COMPHRENSIVE EXAMINATION FOR MS DEGREE
   +++
PASSED COMPREHENSIVE EXAMINATION FOR SSP DEGREE
BACHELOR OF ARTS   May 31, 1983
  VILLANOVA UNIVERSITY
  Major:
Transfer Credit:
 NEW YORK UNIVERSITY   Aug 1987 - Dec 1987
    FRENCH ECO: STRUC&POLICI   A   4.00 16.00
    CONTEMPORARY CHINA   A   4.00 16.00
        Jan 1988 - May 1988
    MARKETING CONCEPTS &STRA   B   3.00   9.00
        Aug 1988 - Dec 1988
    JAPANESE ECONOMY&BUS SYS   A   3.00 12.00
        Aug 1989 - Dec 1989
    FRANCE PEOPLE & THR LAND   B   4.00 12.00

-----------------------2001 FALL-------------------------
  Academic Program:
  GRADUATE SCHOOL
   SPECIALIST IN SCHOOL PSYCHOLOGY
   Major: SCHOOL PSYCHOLOGY SPECIALIST

PSYC-509 -01 INTELLIGENCE TESTING   A   3.00 12.00
PSYC-515 -01 PSYCHOPATHOLOGY   A   3.00 12.00
PSYC-522 -01 QUANT METH BEHAV SCI   A   3.00 12.00
PSYC-588D-01 BEHAVIORAL OBSERVA   A   3.00 12.00

-----------------------2002 SPRING------------------------
PSYC-511 -01 INDIVIDUAL TESTS   A   3.00 12.00
PSYC-523 -01 RESEARCH METHODS   A   3.00 12.00
PSYC-588D-02 BEHAVIORAL OBSERVA   A   3.00 12.00

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-----------------------2002 FALL------------------------
PSYC-403 -01 EXCEP CHILD/YOUTH        A   3.00  12.00
PSYC-534 -01 THEORIES OF LEARNING     A   3.00  12.00
PSYC-552 -50 BEHAVR MODIFICATION      A   3.00  12.00
PSYC-553 -50 BEHAV INTERVEN LAB       W   (1.00)


----------------------2003 SPRING-----------------------
PSYC-502 -50 SOCIAL COGNITION         A   3.00  12.00
PSYC-527 -50 SCHOOL PSYCHOLOGY        W   (3.00)
PSYC-561 -01 NEUROPSYCHOLOGY          A   3.00  12.00
PSYC-571 -01 BASIC PSYCHOTHERAPY      A   3.00  12.00
PSYC-599 -01 THESIS              CR   6.00


---------------------2003 SUMMER I----------------------
COUN-510 -01 METHODS OF COUNSELING    A   3.00  12.00
EDAS-514 -01 SCHOOL LAW               A   3.00  12.00


--------------------2003 SUMMER II----------------------
PSYC-503 -04 ADV CHILD PSYCHOLOGY     A   3.00  12.00
SPED-506 -70 VOC/TRANS SERV W/DISABIL  A   3.00  12.00


-----------------------2003 FALL------------------------
PSYC-582 -50 PSY-ED DIAG & INTERV     A   3.00  12.00
PSYC-588C-01 DIAG/TREATM/INTERVEN     A   3.00  12.00
PSYC-591 -01 PRACTICUM PSY            A   6.00  24.00


----------------------2004 SPRING-----------------------
   Program Changed To:
     MASTER OF SCIENCE
       Major:  PSYCHOLOGY
-----------------------------------------------------------
PSYC-527 -50 SCHOOL PSYCHOLOGY        A   3.00  12.00


   Requirements completed for MASTER OF SCIENCE


-----------------------2005 FALL------------------------
   Program Changed To:
     SPECIALIST IN SCHOOL PSYCHOLOGY
       Major:  SCHOOL PSYCHOLOGY SPECIALIST
-----------------------------------------------------------
PSYC-592 -01 INTERN PSYCH SERV        A   6.00  24.00


----------------------2006 SPRING-----------------------
PSYC-592 -01 INTERN PSYCH SERV        A   6.00  24.00
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------------------------------------------------------------
                        AHRS   EHRS   QHRS   QPTS   GPA
       Cumulative      106.00  102.00  96.00   377.00  3.927
       Requirements completed for SPECIALIST IN SCHOOL PSYCHOLOGY
      -------------End of GRADUATE ACADEMIC RECORD---------------
```

2008-1

OHIO UNIVERSITY   Sep 2000 - Jun 2004
   Current Academic Program:
    GRADUATE SCHOOL
     SPECIALIST IN SCHOOL PSYCHOLOGY
      Major: SCHOOL PSYCHOLOGY SPECIALIST
    BACHELOR OF ARTS   Jun 12, 2004
     OHIO UNIVERSITY
      Major: PSYCHOLOGY

-----------------------2005 FALL-------------------------
   Academic Program:
    GRADUATE SCHOOL
     SPECIALIST IN SCHOOL PSYCHOLOGY
      Major: SCHOOL PSYCHOLOGY SPECIALIST

PSYC-509 -01 INTELLIGENCE TESTING   A   3.00 12.00
PSYC-515 -01 PSYCHOPATHOLOGY   A   3.00 12.00
PSYC-522 -01 QUANT METH BEHAV SCI   A   3.00 12.00
PSYC-534 -01 THEORIES OF LEARNING   A   3.00 12.00
PSYC-588A-50 LEGAL ISSUES   A   3.00 12.00

----------------------2006 SPRING------------------------
PSYC-451 -01 PSY TEST MEASUREMENT   A   3.00 12.00
PSYC-511 -01 INDIVIDUAL TESTS   A   3.00 12.00
PSYC-523 -01 RESEARCH METHODS   A   3.00 12.00
PSYC-571 -01 BASIC PSYCHOTHERAPY   A   3.00 12.00
PSYC-588B-50 CONSULT/DIAGNOSIS/INTERVENTIONS
                                       A   3.00 12.00

---------------------2006 SUMMER I-----------------------
COUN-550 -01 EFFECTIVE CONSULTATN   A   3.00 12.00
COUN-560 -01 STRAT LIFE/CAREER DEV   A   3.00 12.00

--------------------2006 SUMMER II-----------------------
EDAS-514 -95 SCHOOL LAW   A   3.00 12.00
PSYC-503 -02 ADV CHILD PSYCHOLOGY   A   3.00 12.00

-----------------------2006 FALL-------------------------
PSYC-582 -50 PSY-ED DIAG & INTERV   A   3.00 12.00
PSYC-591 -01 PRACTICUM PSY   A   3.00 12.00
PSYC-599 -01 THESIS   CR 3.00

----------------------2007 SPRING------------------------
PSYC-527 -50 PROF SCHOOL PSYCHOLOGY   (3.00)

PSYC-552 -50 BEHAVR MODIFICATION   (3.00)
PSYC-591 -01 PRACTICUM PSY   (3.00)
PSYC-599 -01 THESIS   (3.00)

                    AHRS   EHRS   QHRS   QPTS   GPA
    Cumulative   63.00 51.00 48.00 192.00 4.000
-------------End of GRADUATE ACADEMIC RECORD---------------

ATTACHMENT E-RESPONSE TO NASP STANDARD II

Directions: Complete the following table by providing a *brief* response as to how the program *addresses* each domain in Standard II, and reference the relevant documentation (refer to specific document/syllabus and page number) located in other attachments. In addition to Attachment E, submit attachments containing syllabi for required courses and/or other documentation that each domain is addressed. The program's response to Attachment E below, as well as course syllabi, must include course numbers AND titles.

II. DOMAINS OF SCHOOL PSYCHOLOGY TRAINING AND PRACTICE	
II. DOMAINS OF SCHOOL PSYCHOLOGY TRAINING AND PRACTICE School psychology candidates demonstrate entry-level competency in each of the following domains of professional practice. Competency requires both knowledge and skills. School psychology programs ensure that candidates have a foundation in the knowledge base for psychology and education, including theories, models, empirical findings, and techniques in each domain. School psychology programs ensure that candidates demonstrate the professional skills necessary to deliver effective services that result in positive outcomes in each domain. The domains below are not mutually exclusive and should be fully integrated into graduate level curricula, practica, and internship.	
2.1 **Data-Based Decision-Making and Accountability**: School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data-based decision-making permeates every aspect of professional practice.	Addressed: Data-based decision-making begins with concepts covered in assessment courses (i.e., PSYC 509 – Intelligence Testing, 511 – Individual Tests) and theoretical explorations of core concepts (i.e., PSYC 552 – Behavior Modification). Data-based decisions relative to school populations begin with 1st-year limited field experiences (i.e., PSYC 588A – Historical /Legal/ Procedural Issues; and PSYC 588B – Consultation/Diagnosis/Intervention). Students in these courses are taught to collect observation data and engage in progress monitoring for interventions. Students are also required to translate assessment data into empirically based decisions about service delivery in the PSYC 509 – Intelligence Testing course. As students progress through the

	program, requirements increase for independent application of previously learned concepts in field settings.
2.2 **Consultation and Collaboration**: School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.	Addressed: Theoretical exploration of consultation and collaboration concepts begins in the PSYC 588B – Consultation/Diagnosis/Intervention course and is further developed in the PSYC 527 – Professional School Psychology course. Application of these concepts initially occurs in the PSYC 588B course, the PSYC 552 – Behavior Modification course, and the PSYC 582 – Psychoeducational Assessment course. Student application of these concepts most heavily occurs in the field-based (i.e., practicum and internship) courses with increasing expectations of competence being demonstrated by students.
2.3 **Effective Instruction and Development of Cognitive/Academic Skills**: School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.	Addressed: Theoretical components of human learning processes are addressed in the PSYC 534 – Theories of Learning course with supplemental information regarding goal development for individuals with learning differences and disabilities provided in the PSYC 515 – Psychopathology and PSYC 571 – Basic Psychotherapy courses. Application of these concepts begins with the development of intervention plans in the PSYC 552 – Behavior Modification and PSYC 582 – Psychoeducational Assessment courses and continues in field-based activities.
2.4 **Socialization and Development of Life Skills**: School psychologists have 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. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.	Addressed: Theory regarding human developmental processes is addressed in the PSYC 503 – Advanced Child Psychology course in which bases for human behavior, impacts on the development of social skills, and child social development in a variety of settings is addressed. Assessment of these developmental differences is addressed in the PSYC 509 – Intelligence Testing course, and development of intervention strategies to address identified needs are explored in the PSYC 552- Behavior Modification, PSYC 571 – Basic Psychotherapy, and PSYC 588B - Consultation/Diagnosis/Intervention courses. Concept application primarily occurs in field-based courses.

2.5 **Student Diversity in Development and Learning**: School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the 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.	Addressed: All graduate courses in the program address issues of diversity or culture as appropriate to course topics being presented. However, theoretical components of student diversity specifically are addressed in PSYC 503 – Advanced Child Psychology and PSYC 515 – Psychopathology where developmental deviations and cultural impacts on behavior are covered. Theoretical application of this knowledge is explored in the PSYC 509 – Intelligence Testing and PSYC 534 – Theories of Learning courses. Application of this knowledge is evidenced in field-based courses.
2.6 **School and Systems Organization, Policy Development, and Climate**: School psychologists have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.	Addressed: Initial introduction to concepts regarding school systems' operations and climate occurs in the PSYC 588A – Historical/Legal/Procedural Issues course. The majority of knowledge regarding educational policies and practices, however, is gained in the EDAS 514 – School Law course. Application of this knowledge occurs in all field-based activities.
2.7 **Prevention, Crisis Intervention, and Mental Health**: School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students.	Addressed: Theoretical components of human development and psychopathology primarily are addressed in courses that focus on child development, assessment, and psychopathology. Theoretical overage of crisis prevention and intervention as well as other mental health issues is introduced in the PSYC 588B – Consultation/Diagnosis/Intervention course and further developed in the PSYC 527 – Professional School Psychology course. Practical application of this knowledge occurs in field-based placements where students are encouraged to locate and assist in revision (if necessary) of their site's crisis management plan.
2.8 **Home/School/Community Collaboration**: School psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.	Addressed: Knowledge of family systems, the impact of family dynamics on child development and learning, and collaboration with parents and community members are addressed in the PSYC 503 – Advanced Child Psychology and PSYC 588B – Consultation/Diagnosis/Intervention courses. Practical application of this knowledge occurs in field-based courses where consultation and collaboration activities with parents as well as with school and community professionals are mandated.

2.9 **Research and Program Evaluation**: School psychologists have knowledge of research, statistics, and evaluation methods. 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.	Addressed: Exploration of research strategies involved in the development (and subsequent evaluation prior to use) of effective assessment devices and appropriate evaluation of interventions are covered in the PSYC 509 – Intelligence Testing, PSYC 511 – Individual Testing, and PSYC 582 – Psychoeducational Assessment courses. However, the courses that most directly address this domain are the PSYC 523 – Research Methods and PSYC 522 – Quantitative Methods courses which address research design and evaluation strategies, the PSYC 503 – Advanced Child Psychology course which requires critique of research articles, and PSYC 599 – Thesis which requires completion of a research project. Application of research knowledge to field settings occurs in the practicum and internship placements.
2.10 **School Psychology Practice and Development**: School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.	Addressed: The majority of knowledge regarding school psychology policies and practices is provided in the PSYC 588A – Historical/Legal/Procedural Issues, PSYC 588B – Consultation/Diagnosis/Intervention, and PSYC 527 – Professional School Psychology courses. The PSYC 527 course particularly addresses professional development activities for school psychologists and requires that students develop and present a mock in-service session as part of course requirements. Assessment courses provide theoretical application of skills to school-aged populations. Ethical guidelines and issues are particularly covered in the PSYC 509 – Intelligence Testing and PSYC 511 – Individual Tests courses. Practical exploration and application of the knowledge and skills required within this domain occur in field-based settings.
2.11 **Information Technology**: School psychologists have knowledge of information sources and technology relevant to their work. School psychologists access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.	Addressed: Components of technology knowledge and use increasingly have become embedded in program courses. Most courses in the program require completion of papers or reports that employ use of digital media such as word processing and presentation software. Appropriate use of computer-based cognitive/personality/behavioral assessment and scoring tools is explored in assessment courses (i.e., PSYC 509 – Intelligence Testing, PSYC 511 – Individual Tests, & PSYC 582 – Psychoeducational Assessment). Computer data analysis is taught in the PSYC 522 – Quantitative Methods course and

	evaluation of existing research results is conducted in both the PSYC 523 – Research Methods and the PSYC 599 – Thesis courses. Students explore adaptive technologies available for use with specific individuals during field placements.

ATTACHMENT F-RESPONSE TO NASP STANDARD III

Directions: Complete the following table by providing a *brief* response as to how the program meets each standard under and reference the relevant documentation (refer to specific document and page number) located in other attachments. In addition to Attachment F, submit attachments containing the following required internship documentation:
1. Program internship policies (Separate documentation is not necessary if internship policies are included in program handbook and/or syllabi submitted in previous sections)
2. A sample internship agreement, contract, or plan that addresses the relevant NASP standards (see standards 1. 7, 1.10, and 3.2-3.5). There must be evidence of involvement on the part of both the program and field site.
3. Internship Summary Form (see Attachment G).

III. FIELD EXPERIENCES/INTERNSHIP School psychology candidates have the opportunities to demonstrate, under conditions of appropriate supervision, their ability to apply their knowledge, to develop specific skills needed for effective school psychological service delivery, and to integrate competencies that address the domains of professional preparation and practice outlined in these standards and the goals and objectives of their training program.	
3.1 Supervised practica and internship experiences are completed for academic credit or are otherwise documented by the institution. Closely supervised practica experiences that include the development and evaluation of specific skills are distinct from and precede culminating internship experiences that require the integration and application of the full range of school psychology competencies and domains.	Policies regarding the completion of practicum and internship are provided in the Program Handbook (Attachment I C, page 8) and the Memo of Affiliation (Attachment I F). Activities required for candidates during practicum and those involved in the internship (Program Handbook, Attachment I C, pages 11-15) illustrate differences in student requirements for each of these two levels of field-based experiences. Course designation for practicum (PSYC 591) and internship (PSYC 592) is clearly indicated on student transcripts (Attachment I D).
3.2 The internship is a collaboration between the training program and field site that assures the completion of activities consistent with the goals of the training program. A written plan specifies the responsibilities of the training program and internship site in providing supervision, support, and both formative and summative performance-based evaluation of intern performance.	Requirements for the internship clearly are delineated in the Student Handbook (Attachment I C, pages 12-15) and the Memo of Affiliation (Attachment I F) that is established between internship sites and the university. Students report activities to the university supervisor via monthly logs. The summary logs for internship (Attachment I G) and aggregated site supervisor evaluation results (Assessment 4) document adherence to the breadth of experiences that students

	complete during the internship.
3.3 The internship is completed on a full-time basis over one year or on a half-time basis over two consecutive years. At least 600 hours of the internship are completed in a school setting. (Note: Doctoral candidates who have met the school-based internship requirement through a specialist-level internship or equivalent experience may complete the doctoral internship in a non-school setting if consistent with program values and goals. Program policy shall specifically define equivalent experiences and explain their acceptance with regard to doctoral internship requirements.)	Policies regarding completion of the internship are detailed in the Program Handbook (Attachment I C, pages 12-13) and the Memo of Affiliation (Attachment I F). Student transcripts (Attachment I D) document internship completion during a single academic year across 2 semesters. The Internship Summary Form (Attachment I G) documents internship completion in appropriate settings.
3.4 Interns receive an average of at least two hours of field-based supervision per full-time week from an appropriately credentialed school psychologist or, for non-school settings, a psychologist appropriately credentialed for the internship setting.	Student supervision requirements are outlined in the Program Handbook (Attachment I C, pages 8-9, 12-13) as well as the Memo of Affiliation (Attachment I F). The Internship Summary Form (Attachment I G) documents that supervisors are appropriately trained for the settings in which the students are placed. The summary logs for internship (Attachment I G) and aggregated site supervisor evaluation results (Assessment 4) document adherence to this policy. Supervision records are submitted to program faculty by both students and site.
3.5 The internship placement agency provides appropriate support for the internship experience including: (a) a written agreement specifying the period of appointment and any terms of compensation; (b) a schedule of appointments, expense reimbursement, a safe and secure work environment, adequate office space, and support services consistent with that afforded agency school psychologists; (c) provision for participation in continuing professional development activities; (d) release time for internship supervision; and (e) a commitment to the internship as a diversified training experience.	Requirements for the internship placement agency are outlined in the Memo of Affiliation (Attachment I F) that is established between the university and each internship site as well as in the Program Handbook (Attachment I C, pages 12-13). Site supervisor evaluations are conducted at least three times (beginning, middle, end) during the student's internship experience. The summary logs for internship (Attachment I G) and aggregated site supervisor evaluation results (Assessment 4) document adherence to this policy.

ULM SCHOOL PSYCHOLOGY STUDENT SUMMARY LOG

		Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Fall	Spring	Year
ASSESSMENT	Review Files	1875	660	540	300	210	300	510	480	240			3585	1530	5115
	Student Interviews	135	240	600		150	60	30	240	290			1125	620	1745
	Parent Interviews	15	600	600	360	480	150	210	450	150			2055	960	3015
	Teacher Interviews	270	780	570	60	390	150	240	210	150			2070	750	2820
	Observation	330	390	625	470	450	180	240	190	330			2265	940	3205
	Informal Testing (e.g., CBA)				100		120	300					100	420	520
	Functional Assessment							60	180				0	240	240
	Formal Testing	360	930	690	450	1080	865	930	1990	880			3510	4665	8175
	MDR Evaluation		180			120	120						300	120	420
	Protocol Analysis	210	330	600	900		510	630	540	150			2040	1830	3870
WRITING	Form Completion	60			600		60	120					660	180	840
	Reports/Notes	360	390	1020	780	970	480	660		1260			3520	2400	5920
	Other Writing	60	60										120	0	120
INTERVENTION	Academic		240	360	360	120	90	30	30				1080	150	1230
	Behavioral				690	240	480	600	1380	600			930	3060	3990
	Individual Counseling	90	180		300	180	480	300	430	160			750	1370	2120
	Group Counseling												0	0	0
	Crisis Intervention		600						240				600	240	840
CONSULTATION	Teacher	510	270	570	480		540	540	180	180			1830	1440	3270
	School Staff	510	180	450	60	60	60	180	210	300			1260	750	2010
	Parent	480	120		240	300	270	240	300	450			1140	1260	2400
	Professional Collaboration	120	120	360	180	60	330	540	510	665			840	2045	2885
	Other	30	120	60	180		300		60	240			390	600	990
ORGANIZATION	Prep Forms/Materials	870											870	0	870
	Telephone Contacts												0	0	0
	Complete Log	45	45	30	25	120	25	45	60	120			265	250	515
	Travel Between Sites												0	0	0
	Other	45											45	0	45
MEETINGS	SBLC/SAT	15					120	90	180				15	390	405
	IEP Meeting	360	150	480		480	240	150	120	1770			1470	2280	3750
	Interpret to Parents			60	180			60	120				240	180	420
	Professional Conference					480				320			480	320	800
	Staffing & Other Meetings	735	600	240		330	180		120	360			1905	660	2565
TRAINING RECEIVED	Self-study	120		180			60						300	60	360
	Training in LEA	420		60			1440						480	1440	1920
	Professional Workshop	480		480				360		360			960	720	1680
	Other						1760						0	1760	1760
TRAINING PROVIDED	Inservice												0	0	0
	Other Presentation												0	0	0
SUPERVISION	Professional Supervision	630	900	630	540	660	660	660	600	480			3360	2400	5760
	Peer Supervision												0	0	0
	LEA Supervision												3360	0	0
	Other												0	0	0
OTHER	Case Preparation/Research												0	0	0
	Independent Research												0	0	0
	Other	120					180						300	180	300

Total Minutes: 44220 | 36210 | 76890

Hours: 737 | 603.5 | 1281.5

ULM SCHOOL PSYCHOLOGY STUDENT SUMMARY LOG

		Cumulative Times Spent Engaged In Each Activity Per Month											Cumulative Totals		
		Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Fall	Spring	Year
ASSESSMENT	Review Files						0	0	315	0			0	315	
	Student Interviews						30	50	0	0			0	80	
	Parent Interviews						0	0	0	0			0	0	
	Teacher Interviews						45	15	0	0			0	60	
	Observation						185	305	505	520			0	1515	
	Informal Testing (e.g., CBA)						0	0	0	0			0	0	
	Functional Assessment						150	315	345	135			0	945	
	Formal Testing						270	420	180	450			0	1320	
	MDR Evaluation						0	0	0	0			0	0	
	Protocol Analysis						90	90	1505	450			0	2135	
WRITING	Form Completion						0	0	0	0			0	0	
	Reports/Notes						750	730	2190	6230			0	9900	
	Other Writing						0	0	60	0			0	60	
INTERVENTION	Academic						0	0	0	0			0	0	
	Behavioral						15	380	60	0			0	455	
	Individual Counseling						25	180	120	15			0	340	
	Group Counseling						0	0	0	0			0	0	
	Crisis Intervention						0	0	270	0			0	270	
CONSULTATION	Teacher						75	75	0	0			0	150	
	School Staff						65	105	60	0			0	230	
	Parent						115	0	30	0			0	145	
	Professional Collaboration						90	405	405	120			0	1020	
	Other						200	0	410	120			0	730	
ORGANIZATION	Prep Forms/Materials						0	300	650	120			0	1070	
	Telephone Contacts						0	0	0	0			0	0	
	Complete Log						0	870	150	2010			0	3030	
	Travel Between Sites						0	0	180	120			0	300	
	Other						0	0	0	0			0	0	
MEETINGS	SBLC/SAT/ID Team						75	660	475	305			0	1515	
	IEP/ISP Meeting						0	60	0	210			0	270	
	Interpret to Parents						0	0	0	0			0	0	
	Professional Conference						360	825	650	360			0	2195	
	Staffing & Other Meetings						0	0	0	30			0	30	
TRAINING RECEIVED	Self-study						570	300	705	0			0	1575	
	Training in LEA						0	0	0	0			0	0	
	Professional Workshop						0	480	0	0			0	480	
	Other						0	0	0	500			0	500	
TRAINING PROVIDED	Inservice						150	745	285	480			0	1660	
	Other Presentation						0	0	0	0			0	0	
SUPERVISION	Professional Supervision						600	480	480	480			0	2040	
	Peer Supervision						0	0	0	45			0	45	
	LEA Supervision						0	0	0	0			0	0	
	Other						0	0	0	0			0	0	
OTHER	Data Analysis						120	450	1480	290			0	2340	
	Case Preparation/Research						0	0	510	120			0	630	
	Independent Research						0	0	270	0			0	270	
	Other						0	120	45	300			0	465	
													0	38085	

Total Hours: 634.75

ULM SCHOOL PSYCHOLOGY STUDENT SUMMARY LOG

Name: 2006 - 2

		Cumulative Times Spent Engaged In Each Activity Per Month											Cumulative Totals		
		Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Fall	Spring	Year
ASSESSMENT	Review Files	370	395	190	190	387	153	595	120	725			1532	1593	3125
	Student Interviews		40	45	50	60	112	30	30	110			195	282	477
	Parent Interviews		60	15	30	32	133	60	60	345			137	598	735
	Teacher Interviews		60	85	30	65	110	60	40	225			240	435	675
	Observation	50	313	62	105	269	100	411	160	400			799	1071	1870
	Informal Testing (e.g., CBA)					45	230	120	780				45	1130	1175
	Functional Assessment	120	60		105		30	138	30				285	198	483
	Formal Testing		540	395	209	320	533	750	435	1115			1464	2833	4297
	MDR Evaluation			195	62		92		90	120			257	302	559
	Protocol Analysis		420	330	165	330	73	220	685	990			1245	1968	3213
WRITING	Form Completion			75	85	180	120		40	50			340	210	550
	Reports/Notes	180	170	675	420	270	463	695	558	667			1715	2383	4098
	Other Writing			270	385		708	348	60				655	1116	1771
INTERVENTION	Academic						120	540	366				0	1026	1026
	Behavioral	150	90		200			76		720			440	796	1236
	Individual Counseling	355	715	861	840	601	696	742	797	520			3372	2755	6127
	Group Counseling												0	0	0
	Crisis Intervention	110	75	60	135								380	0	380
CONSULTATION	Teacher	225	430	90	290	84	158	180	488	250			1119	1076	2195
	School Staff	215	125		105	75			270	360			520	630	1150
	Parent	60				45	120	360	240	100			105	820	925
	Professional Collaboration	250	460	105	45	45	180	280	225	190			905	875	1780
	Other	80	10				390	5	30				90	425	515
ORGANIZATION	Prep Forms/Materials	90	270	45	53		241	540	240	270			458	1291	1749
	Telephone Contacts		20		40		25	15	15	10			60	65	125
	Complete Log		120	70	45	450	120	245	60	790			685	1215	1900
	Travel Between Sites	395	425	385	489	334	917	399	260	260			2028	1836	3864
	Other	345	660	600			50			75			1605	125	1730
MEETINGS	SBLC/SAT												0	0	0
	IEP Meeting	525	845	160	195	360	762	232	775	387			2085	2156	4241
	Interpret to Parents												0	0	0
	Professional Conference									720			0	720	720
	Staffing & Other Meetings	210	150	150	280	120	150	180	180	180			910	690	1600
TRAINING RECEIVED	Self-study	1200	200	350	875	413	1891	1435	2100	895			3038	6321	9359
	Training in LEA				135				360				135	360	495
	Professional Workshop	1635		1875	60		480	480		360			3570	1320	4890
	Other	90	815	850	435	273	395	340	993	1323			2463	3051	5514
TRAINING PROVIDED	Inservice	60			20								80	0	80
	Other Presentation	450			70								520	0	520
SUPERVISION	Professional Supervision	750	440	180	275	85	720	625	240	490			1730	2075	3805
	Peer Supervision		120	90	120		120			150			330	270	600
	LEA Supervision												0	0	0
	Other												0	0	0
OTHER	Case Preparation/Research						220		150				0	370	370
	Independent Research		280	200	610		120	480	345	255			1090	1200	2290
	Other	210			244	60							514	0	514

	Fall	Spring	Year
Total Minutes:	37141	35177	82728
Hours:	619.02	586.28	1378.8

ATTACHMENT G-INTERNSHIP SUMMARY FORM

Complete the following for <u>all</u> interns during <u>the last academic year</u>:

Intern Code[1]	Internship Site	Nature of Setting[2]	Total Hours at Site	Field-based Supervisor	Supervisor's Credential[3]	Total Supervision Hours	Summary of Internship Activities[4]
2006-1	East Baton Rouge Parish Schools (LA)	School	1288	Will Phillips	State Certification, NCSP	74	See comprehensive summary of activities for 3 students (2 school-based and 1 non school)
2006-2	Gregg County Special Education (TX)	School	1379	Mary E. Turner	State Licensed	73	"
2006-3	Watauga County Schools (NC)	School	1419	Kay Ruble	State Certification	80	"
2006-4	Lincoln Parish Schools (LA)	School	1282	Stephanie Payne	State Certification	96	"
2006-5	Ruston Developmental Center (LA)	Non-school	635	Christina Scott	State Licensed	34	"
2006-6	South Arkansas Regional Health Center	Non-school	607	David Margolis	State Licensed	38	"

[1] List by using the intern's initials or a code such as 2005-01

[2] Indicate school or non-school setting. Note: a school must be, "a setting in which the primary goal is the education of students of diverse backgrounds, characteristics, abilities, disabilities, and needs who are enrolled in grades P-12. The school setting has available an internal or external pupil services unit that includes at least one credentialed school psychologist and provides a full range of student services." (NASP, 2000)

[3] e.g., NCSP, State Certification, State Licensure

[4] Choose one of the following options. Option A- Provide in the column, or attach a summary of the percent of time spent by *each* intern in various school psychology activities required for internship. Option B- instead of completing the column or attaching a summary for each intern, attach a complete log or comprehensive summary of activities for two interns listed in the table whose activities were typical of those performed by most interns. Examples of evidence documenting internship activities include internship logs, summary forms, and verification forms.

The University of Louisiana at Monroe
Department of Psychology
MEMORANDUM OF AFFILIATION

Practicum and Internship Agreement with Lincoln Parish School System

Lincoln Parish School System and programs under their jurisdiction will cooperate and participate with the University of Louisiana at Monroe (ULM) in the formation and establishment of a Psychology Practicum/Internship. The following general policies will be used in the administration of these field-based clinical experiences.

1. The Department of Psychology and Lincoln Parish School System shall carefully screen students who will be assigned to the program. The number of students who will be assigned to the program is to be determined by ULM and Lincoln Parish School System.

2. The intern and practicum student at the worksite will function under the direction of Gloria Roebuck, Stephanie Frantom, or designee and will be subject to the rules, regulations, and policies of Lincoln Parish School System and ULM. The student enrolled in the internship or practicum who is placed in a non-school setting must be supervised by an on-site licensed psychologist. For students in School Psychology who are in school settings, site supervision may be provided by a school psychologist with at least B-level certification and 3 years of experience. Corrective consultation regarding any intern or practicum student who shall fail to meet the standards of the cooperating agencies may be instituted at any time. Continued unsatisfactory performance at the assigned site may result in termination of the student from the site or the school psychology program.

3. The program of studies and activities to be undertaken by each student will be coordinated and supervised by a designee representing the Department of Psychology, ULM.

4. Specific requirements for the Practicum/Internship are:

   A. Duration: Internship consists of a minimum of 600 clinical hours per semester (15 weeks @ 40 hours per week). Practicum is a minimum of 120 clinical hours per semester. Dates and schedule are to be determined by mutual agreement of the parties of this agreement.

   B. Credit: Internship students must be enrolled for 6 semester hours of Psychology 592 for each semester of participation required by their program area. Practicum students must be enrolled for 3 semester hours of Psychology 591 for each semester of participation required by their program area.

C. The internship and practicum may include (but are not limited to) the following duties:

♦ Psychological evaluations and report writing;

♦ Counseling of individuals, families, or groups;

♦ Consultations with appropriate individuals necessary for the completion of assigned responsibilities;

♦ Interviewing and developing individual data bases;

♦ Monitoring and modifying problem behaviors;

♦ Participation in multidisciplinary staffing to report on assessment data, design intervention programs, and implement the goals for particular individuals;

♦ Attendance at regularly scheduled staff conferences;

♦ Other duties as deemed appropriate by the site supervisor so as to provide the students with varied experiences with all types of individuals who may experience adjustment difficulties; and

♦ Supervision that is provided by Gloria Roebuck, Stephanie Frantom or another staff member/designee who has expertise in the skill being acquired.

♦ In addition to the above-mentioned duties, the student is encouraged to participate in staff development activities that are provided for regular site staff.

D. The student may receive appropriate compensation based on the student's qualifications and the availability of funds.

E. The internship (and in some instances practicum) site will provide the student with (a) a written agreement that specifies the period of appointment and terms of compensation; (b) expense reimbursement and other support provided to other agency personnel who are performing similar duties; (c) opportunities for professional development; (d) release time for supervision; and (e) a diversified training experience.

F. The site supervisor will develop and monitor a plan for assigning work tasks and rotations among units to ensure the student's development and completion of a wide range of activities and skills. The site supervisor

also will provide the student with assistance in procuring needed resources within the institution and the community.

G.   The site supervisor and a licensed psychologist (for students in non-school settings) are expected to spend a minimum of 2 hours per week with the intern or practicum student to provide constructive feedback concerning the student's work performance. The university supervisor will spend at least 1 hour per week engaged in supervision activities associated with the student. University supervision may include e-mail, telephone, or personal contacts with the student or site supervisor or review of work-related materials submitted to the university supervisor from the student or site supervisor.

H.   Lincoln Parish School System and/or the ULM Department of Psychology will provide test materials, clerical assistance in report writing, and an office or appropriate work space for the student.

I.   It is the responsibility of each student to follow the code of ethics for psychologists. The student has the responsibility to determine the limits of his/her competence and to only perform functions within these limits.

J.   Data obtained during the internship will be the property of Lincoln Parish School System and will not be removed from the premises. However, the student will be required to submit blind documentation of some site activities for review by the ULM faculty supervisor. (Other exceptions for release of collected data may be permitted by Lincoln Parish School System for research purposes only, with the usual safeguards for anonymity of the participants, and in adherence to research policies for the site and ULM.)

K.   The final academic evaluation of the student's performance will be made by the ULM faculty supervisor after consulting the site supervisor(s).

MEMORANDUM OF AFFILIATION

BETWEEN

THE UNIVERSITY OF LOUISIANA AT MONROE

AND

LINCOLN PARISH SCHOOL SYSTEM

This agreement is entered into by Charles Scriber and President James E. Cofer, Sr., University of Louisiana at Monroe for and on behalf of Lincoln Parish School System and the University of Louisiana at Monroe.

Under this agreement, Lincoln Parish School System will cooperate in establishment of a Psychology Practicum/Internship.

Nothing in this agreement is intended to be contrary to State or Federal laws.

A periodic review of program and policies will be conducted under the auspices of the cooperating parties.

This memorandum of affiliation may be terminated by either party on notice to the other in advance of the next training experience.

This Practicum/Internship will be conducted in compliance with the accompanying guidelines,

_____   _____
Charles Scriber, Superintendent   James E. Cofer, Sr., President
Lincoln Parish School System   University of Louisiana at Monroe

_____   _____
David Williamson, Ph.D., Head   Luke Thomas, Ph.D., Dean
Department of Psychology   College of Education and
University of Louisiana at Monroe   Human Development
                                             University of Louisiana at Monroe

Date: _____   Date: _____

Assessment 1 Narrative

The Praxis II in School Psychology is a nationally standardized test of knowledge regarding principles and practices in the field. Five area scores covering knowledge and skills relative to diagnosis and fact finding, prevention and intervention, psychological foundations of behavior, educational foundations of behavior, and ethical and legal issues are provided. Additionally, a composite score reflects overall knowledge and skills necessary for practice in the field of school psychology.

Test results may be used in conjunction with other data toward gaining national certification as a school psychologist. Students in the school psychology program at ULM are required to take this test prior to program completion (i.e., graduation with the specialist degree). Students are directed to take the test after completion of all coursework (typically after the 2nd year of program participation).

Praxis II in School Psychology examination results contribute to evaluation of:

2.1 - knowledge and methods of assessment that yield information in identifying strengths and needs;

2.2 – knowledge regarding behavior and mental health and the appropriate application of this knowledge in specific theoretical situations;

2.6 – knowledge of the educational, special educational, and other related systems that impact on student development;

2.10 – knowledge of the history of the profession, service delivery models, and ethical and legal standards necessary for appropriate service delivery.

Although there is no current requirement that students pass the exam, increasing numbers of graduates are motivated to achieve passing scores in response to Louisiana law that provides salary subsidy for national certification. Previous to 2005, all students were required to complete comprehensive examinations at the specialist level. A program change designed to encourage display of content knowledge through passage of the Praxis II involves the incentive that passage of the test prior to their 2nd semester of internship will provide exemption from the department-based specialist-level comprehensive examination (which similarly evaluates professional knowledge and practice within the field). Specific test score requirements will be phased in as will be program accountability criteria associated with student test performance.

Test data are analyzed by area as well as overall composite performance. The national required passing score of 660 represents 66.67% of the 990 maximum possible on the test. This percentage was used as a standard for evaluation of area scores. The average area scores achieved by program completers in the past 3 years exceed this level in all areas except 1 (i.e., 64% for Applied Educational Foundations). The highest area of proficiency that was evidenced by these students was in Ethical and Legal Considerations (80%), closely followed by Diagnosis and Fact Finding (79%).   The remaining two areas reflected relatively comparable scores ranging from a low of 69% for Prevention and Intervention to 74% for Psychological Foundations.

Based on evaluation of test results, the PSYC 588A - Historical /Legal/ Procedural Issues course was added to the curriculum in 2005 to enhance knowledge of the educational foundations for school psychological services. Similarly, the PSYC 588B – Consultation/Diagnosis/Intervention course was added to reinforce concepts and limited experiences regarding prevention and intervention responsibilities. Scores for program graduates

in 2008 will be compared to present results to evaluate the impact of these changes on student Praxis II test performance.

ULM Students' PRAXIS II for School Psychology

Aggregated Scores for 2004 to 2006 Program Graduates

Graduation Year	Number of Graduates	Average Total Score	Total Score Range (Score of 660 required for passage)	Average Diagnosis Score	Average Prevention & Intervention Score	Average Psychological Foundations Score	Average Educational Foundations Score	Average Ethical & Legal Score	Number of Student Passes	Percentage of Student Passes
2006	4	675	710 – 650	23 of 30	20 of 29	17 of 24	9 of 14	17 of 22	3	75%
2005	4	708	770 – 680	25 of 30	21 of 29	18 of 24	10 of 14	19 of 22	4	100%
2004	3	673	700 – 660	23 of 30	19 of 29	18 of 24	8 of 14	17 of 22	3	100%

2.1 - 79%	**2.2** - 69%	**2.10** - 74%	**2.6** - 64%	**2.10** - 80%

(Average percentage of questions correctly completed by section)

2.1 - knowledge and methods of assessment that yield information in identifying strengths and needs
2.2 – knowledge regarding behavior and mental health and the appropriate application of this knowledge in specific theoretical situations
2.6 – knowledge of the educational, special educational and other related systems that impact on student development
2.10 – knowledge of the history of the profession, service delivery models, and ethical and legal standards necessary for appropriate service delivery

Assessment 2 Narrative

The Faculty Assessment of Student Yearly Progress employs a combination of the master's level comprehensive examination as well as evaluation of course-embedded assessments and satisfactory course completion to determine student mastery of content necessary for continued participation in the school psychology program and ultimate practice in the field. Course-embedded assessments and course grades and completion rates are evaluated yearly. For the purpose of Assessment 2, course-embedded assessments and comprehensive examinations are evaluated. The combination of these two methodologies provides assessment of all NASP domains of School Psychology Training and Practice.

Because the Faculty Assessment of Student Yearly Progress represents the actual assessment being evaluated, both the assessment and data for the 3-year cycle are provided for this instrument. These data are based, in part, on course-embedded performance criteria. As such, summary results obtained for each of the assessed criteria are also attached. Evaluation guidelines and scoring rubrics used to obtain these data are included with course syllabi. Data are not available for all years regarding some assessments because the evaluation element was added to the course subsequent to those years.

Course-embedded performance-based assessments include evaluations of research articles, simulated psychoeducational cases, and simulated or actual interventions and training/presentation sessions. The specific courses included in this portion of the evaluation process (and the activities evaluated in each course) that contribute to Assessment 2 follow.

- PSYC 588A - Historical /Legal/ Procedural Issues and PSYC 588B – Consultation/Diagnosis/Intervention: Intervention Results
- PSYC 509 – Intelligence Testing: Assessment Results
- PSYC 552 – Behavior Modification: Behavioral Intervention Plan
- PSYC 582 – Psychoeducational Assessment: Evaluation Case
- PSYC 527 – Professional School Psychology: In-service Presentation
- PSYC 503 – Advanced Child Psychology: Article Critiques
                                                                            Class Presentation
- EDAS 514 – School Law: Comprehensive Final Grade

Information regarding each of these assessments is obtained from course instructors based on guidelines/rubrics provided to students (and attached to course syllabi included elsewhere in this report). Data are analyzed based on adequacy of student's satisfaction of requirements for each assessment as reflected by scores/grades earned on the course guidelines/rubrics.   Results obtained for program participants in the past 3 years indicate adequate satisfaction of performance guidelines by all students in all areas assessed. One student, however, displayed an inadequate course completion rate and grade performance in other course areas during the 1st year of program participation and was exited from the program. Student appeal of that decision is ongoing.

The master's-level comprehensive examination component of Assessment 2 is administered and evaluated during the students' 2nd year of program participation. The comprehensive examination is a 2-day process that assesses content knowledge and simulated application of skills acquired in each course that the student has taken toward completion of the Master of Science degree. Students respond to written questions submitted to the student's major advisor by their course instructors. Blinded student responses are returned to course instructors for evaluation, and results for each course are forwarded to major advisors who determine overall success or failure based on established criteria. The attached rubric for the comprehensive examination reflects courses and standards evaluated during this process as well as criteria for overall passage of the examination. Because students must demonstrate passage for specific groupings of courses and 8 of the 10 courses overall included in the examination, some students take the strategic option of not responding to questions for some courses. This option results in a score of unacceptable/fail for those omitted courses. Beginning with the 2007-2008 examinations, students in the School Psychology program will be required to respond to all questions so that evaluation of NASP domains will be guaranteed. On review of examination results, students who fail a major portion of the

examination might be required to retake the examination, retake courses, or respond to the examination questions in another forum (i.e., oral examination or completion of a research assignment on areas of deficit identified by examination results).

Attached student results on the master's-level comprehensive examinations that have been taken in the past 3 years indicated 100% overall pass rates with no requirements for retaking the examination or components of the examination in any form. Similarly, pass rates for specific sections of the test illustrate at least acceptable performance by all students in all courses that reflect content necessary for assessment of NASP domains.

Faculty Assessment of Student Yearly Progress

1st Year

Course Completion Rate: ___ Adequate ___ Inadequate
Comments/Remediation Plan: _____
_____

Cumulative GPA: ___ Adequate ___ Inadequate
Course Problem Areas:_____
_____

PSYC 588A/B Intervention Results: ___Adequate ___Inadequate
PSYC 509 Assessment Results: ___Adequate ___Inadequate
PSYC 552 Behavioral Intervention Plan: ___Adequate ___Inadequate
Comments/Remediation Plan: _____
_____

Faculty/Site Supervisor Written Feedback: ___ Adequate ___ Inadequate
Comments/Remediation Plan: _____
_____

Date Reviewed: _____ **By:** _____
Date Feedback Provided to Student: _____

Feedback Provided By: _____**Student Signature:** _____

2nd Year

Course Completion Rate: ___ Adequate ___ Inadequate
Comments/Remediation Plan: _____
_____

Cumulative GPA: ___ Adequate ___ Inadequate
Course Problem Areas: _____
_____

PSYC 582 Evaluation Case: ___ Adequate ___ Inadequate
PSYC 527 In-service Presentation: ___ Adequate ___ Inadequate
PSYC 503 Article Critiques: ___ Adequate ___ Inadequate
PSYC 503 Application Presentation: ___ Adequate ___ Inadequate
EDAS 514 Comprehensive Final Grade: ___ Adequate ___ Inadequate
Comments/Remediation Plan: _____
_____

Faculty/Site Supervisor Reports: ___ Adequate ___ Inadequate
Comments/Remediation Plan: _____
_____

Thesis: ___ Completed ___ Progress Being Made ___ Inadequate Progress
Comments/Remediation Plan: _____
_____

Masters Comps: ___ Passed ___ Failed
Comments/Remediation Plan: _____
_____

Date Reviewed: _____ **By:** _____
Date Feedback Provided to Student: _____

Feedback Provided By: _____ **Student Signature:** _____

3rd Year

Internship Site: ___ Established   ___ Looking   ___ Delayed
Comments/Remediation Plan: _____
_____

Faculty/Site Supervisor Reports: ___ Adequate   ___ Inadequate
Comments/Remediation Plan: _____
_____

NCSP Exam: ___ Taken/Passed   ___ Taken/Not Passed   ___ Not Taken
Comments/Remediation Plan: _____
_____

Specialist Comps: ___ Passed   ___ Failed
Comments/Remediation Plan: _____
_____

Date Reviewed: _____ **By:** _____
Date Feedback Provided to Student (If Needed): _____

Feedback Provided By: _____ **Student Signature:** _____

Faculty Assessment of Student Yearly Progress Results for Relevant Sections

A = Adequate   I = Inadequate

	2004		2005		2006	
	A	I	A	I	A	I
1st Year						
PSYC 588A/B Intervention Results:	5	0	4	0	6	0
PSYC 509 Assessment Results:	4	0	5	0	2	0
PSYC 552 Behavioral Intervention Plan:	2	0	1	0	2	0
2nd Year						
PSYC 582 Evaluation Case:	6	0	5	0	5	0
PSYC 527 In-service Presentation:	No Data		No Data		6	0
PSYC 503 Article Critiques:	No Data		No Data		5	0
PSYC 503 Application Presentation:	4	0	5	0	2	0
EDAS 514 Comprehensive Final Grade:	4	0	5	0	3	0

P = Pass   F = Fail

	P	F	P	F	P	F
Masters Comps:	5	0	6	0	4	0

Domains addressed by each course included in the comprehensive examination and each course-embedded assessment are indicated below.

Comps:
PSYC 503 - Advanced Child Psychology - 2.4, 2.5, 2.8
PSYC 509 - Intelligence Testing - NASP - 2.1, 2.4, 2.5, 2.9, 2.10
PSYC 511 - Individual Tests - NASP - 2.1, 2.9, 2.10
PSYC 515 – Psychopathology - NASP - 2.3, 2.5, 2.7
PSYC 522 - Quantitative Methods - NASP - 2.9, 2.11
PSYC 523 - Research Methods - NASP - 2.9, 2.11
PSYC 534 - Theories of Learning - NASP - 2.3, 2.5
PSYC 552 - Behavior Modification - NASP - 2.1, 2.2, 2.3
PSYC 571 - Theories of Psychotherapy - NASP - 2.3, 2.4
PSYC 588A – Historical/Legal/Procedural Issues - NASP - 2.1, 2.6, 2.10

Course-embedded Assessments
PSYC 588A/B Intervention Results: 2.1, 2.2, 2.3, 2.4., 2.5, 2.7
PSYC 509 Assessment Results: 2.1, 2.11
PSYC 552 Behavioral Intervention Plan: 2.4
PSYC 582 Evaluation Case: 2.1, 2.2, 2.3, 2.4., 2.5, 2.7
PSYC 527 In-service Presentation: 2.1, 2.2, 2.4, 2.9, 2.11
PSYC 503 Article Critiques: 2.9, 2.11
PSYC 503 Application Presentation: 2.9, 2.11
EDAS 514 Comprehensive Final Grade: 2.6

Based on adequate performance reflected by all students for all course-embedded assessments and passage of the master's comprehensive examinations for all courses by all school psychology students who took the tests within the past 3 years, it is assumed that results demonstrate content knowledge for all NASP domains, 2.1 – 2.11.

School Psychology M.S. Degree

Comprehensive Examination Content Requirements and Scoring Rubric

Student: _____   Major Advisor: _____   Semester/Year: F   S   20____

Comps Courses and Requirements (NASP Standards and ULM Objectives Addressed)	<70% = Unacceptable/Fail	70-85% = Acceptable/Low Pass	>85% = Target/Pass	Score P/LP/F
PSYC 503 - Advanced Child Psychology **(NASP - 2.4, 2.5, 2.8; ULM - 5)** Demonstrates knowledge of human development and developmental deviations. Demonstrates knowledge of cultural, ethnic, and other factors that impact on development.	Information incomplete regarding both required elements.	Basic components for both required elements provided. Information meets minimal standards.	Both required elements completely delineated. Additional context details and insights included beyond those required	___
PSYC 509 - Intelligence Testing **(NASP - 2.1, 2.4, 2.5, 2.9, 2.10; ULM - 1, 2, 7)** Demonstrates knowledge of models and methods of ethical assessment. Demonstrates ability to generate decisions and recommendations based on assessment data for diverse populations.	Information incomplete regarding both required elements.	Basic components for both required elements provided. Information meets minimal standards.	Both required elements completely delineated. Additional context details and insights included beyond those required	___
PSYC 511 - Individual Tests **(NASP - 2.1, 2.9, 2.10; ULM – 1, 2, 7)** Demonstrates knowledge of models and methods of ethical assessment of psychopathology. Demonstrates ability to interpret assessment data and generate recommendations for pathological deviations.	Information incomplete regarding both required elements.	Basic components for both required elements provided. Information meets minimal standards.	Both required elements completely delineated. Additional context details and insights included beyond those required	___
PSYC 515 – Psychopathology **(NASP - 2.3, 2.5, 2.7; ULM – 2, 3, 5, 7)** Demonstrates knowledge of pathological deviations in human development and the potential impact that these deviations have on learning and behavior. Demonstrates knowledge of methods to identify and address deviations across settings for a variety of pathologies.	Information incomplete regarding both required elements.	Basic components for both required elements provided. Information meets minimal standards.	Both required elements completely delineated. Additional context details and insights included beyond those required	___
PSYC 522 - Quantitative Methods **(NASP - 2.9, 2.11; ULM – 4, 6)** Demonstrates knowledge and application of processes involved in a variety of statistical analyses including computer-based procedures. Demonstrates ability to analyze/evaluate existing research data sets.	Information incomplete regarding both required elements.	Basic components for both required elements provided. Information meets minimal standards.	Both required elements completely delineated. Additional context details and insights included beyond those required	___

Course	Information incomplete	Basic components	Both required elements completely delineated	
PSYC 523 - Research Methods **(NASP - 2.9, 2.11; ULM – 2, 4, 6)** Demonstrates knowledge of research designs and evaluative techniques including computer-based literature searches, data analyses, and interpretations. Demonstrates ability to evaluate existing research and plan a research-based study.	Information incomplete regarding both required elements.	Basic components for both required elements provided. Information meets minimal standards.	Both required elements completely delineated. Additional context details and insights included beyond those required	___
PSYC 534 - Theories of Learning **(NASP - 2.3, 2.5; ULM – 3, 5)** Demonstrates knowledge of varied theories of learning. Demonstrates knowledge of strategies for applying learning theory for diverse populations.	Information incomplete regarding both required elements.	Basic components for both required elements provided. Information meets minimal standards.	Both required elements completely delineated. Additional context details and insights included beyond those required	___
PSYC 552 - Behavior Modification **(NASP - 2.1, 2.2, 2.3; ULM – 2, 3, 5, 7)** Demonstrates knowledge of theories and strategies for behavioral management. Demonstrates knowledge of behavioral intervention applications in a variety of settings.	Information incomplete regarding both required elements.	Basic components for both required elements provided. Information meets minimal standards.	Both required elements completely delineated. Additional context details and insights included beyond those required	___
PSYC 571 - Theories of Psychotherapy **(NASP - 2.3, 2.4; ULM – 2, 5, 7)** Demonstrates knowledge of theories designed to address cognitive deficits. Demonstrates ability to identify therapies/interventions necessary to address specific mental health difficulties.	Information incomplete regarding both required elements.	Basic components for both required elements provided. Information meets minimal standards.	Both required elements completely delineated. Additional context details and insights included beyond those required	___
PSYC 588A – Historical/Legal/Procedural Issues **(NASP - 2.1, 2.6, 2.10; ULM – 3, 6)** Demonstrates knowledge of educational and school psychology procedures and the historical/legal rationale for these procedures. Demonstrates knowledge of collaborative strategies necessary to effect changes at all service delivery levels and locations.	Information incomplete regarding both required elements.	Basic components for both required elements provided. Information meets minimal standards.	Both required elements completely delineated. Additional context details and insights included beyond those required	___

Students must pass (LP or P) at least *2* courses from among the following: Psychology *522, 523,* and *534*   (# passed _____)
Students must pass (LP or P) at least *2* courses from among the following: Psychology *515, 552,* and *571*   (# passed _____)
Students must pass (LP or P) at least *3* courses from among the following: Psychology *503, 509, 511,* and *588A*   (# passed _____)
Students must pass (LP or P) at least *8* courses overall (including the *7* which meet criteria indicated above)   (Total # passed _____)

Comprehensive Examination Results: _____Satisfactory/Meets Criteria   _____Unsatisfactory/Does not Meet Criteria

School Psychology M.S. Degree

Comprehensive Examination Content Requirements and Scoring Rubric

Summary of Results

AVERAGE SCORES EARNED

Comps Courses and Requirements (NASP Standards and ULM Objectives Addressed)	2004 (N = 5)	2005 (N = 6)	2006 (N = 4)
PSYC 503 - Advanced Child Psychology **(NASP - 2.4, 2.5, 2.8; ULM - 5)** Demonstrates knowledge of human development and developmental deviations. Demonstrates knowledge of cultural, ethnic, and other factors that impact on development.	P = 4 LP = 1 F = 0	P = 3 LP = 3 F = 0	P =3 LP = 1 F = 0
PSYC 509 - Intelligence Testing **(NASP - 2.1, 2.4, 2.5, 2.9, 2.10; ULM - 1, 2, 7)** Demonstrates knowledge of models and methods of ethical assessment. Demonstrates ability to generate decisions and recommendations based on assessment data for diverse populations.	P = 4 LP = 1 F = 0	P =4 LP = 2 F = 0	P = 3 LP = 1 F = 0
PSYC 511 - Individual Tests **(NASP - 2.1, 2.9, 2.10; ULM – 1, 2, 7)** Demonstrates knowledge of models and methods of ethical assessment of psychopathology. Demonstrates ability to interpret assessment data and generate recommendations for pathological deviations.	P = 2 LP = 3 F = 0	P = 3 LP = 3 F = 0	P = 2 LP = 2 F = 0
PSYC 515 – Psychopathology **(NASP - 2.3, 2.5, 2.7; ULM – 2, 3, 5, 7)** Demonstrates knowledge of pathological deviations in human development and the potential impact that these deviations have on learning and behavior. Demonstrates knowledge of methods to identify and address deviations across settings for a variety of pathologies.	P = 5 LP = 0 F = 0	P = 6 LP = 0 F = 0	P = 4 LP = 0 F = 0
PSYC 522 - Quantitative Methods **(NASP - 2.9, 2.11; ULM – 4, 6)** Demonstrates knowledge and application of processes involved in a variety of statistical analyses including computer-based procedures. Demonstrates ability to analyze/evaluate existing research data sets.	P = 2 LP = 3 F = 0	P = 4 LP = 2 F = 0	P = 3 LP = 1 F = 0

Comps Courses and Requirements (NASP Standards and ULM Objectives Addressed)	2004 (N = 5)	2005 (N = 6)	2006 (N = 4)
PSYC 523 - Research Methods **(NASP - 2.9, 2.11; ULM – 2, 4, 6)** Demonstrates knowledge of research designs and evaluative techniques including computer-based literature searches, data analyses, and interpretations. Demonstrates ability to evaluate existing research and plan a research-based study.	P = 3 LP = 2 F = 0	P = 4 LP = 2 F = 0	P = 3 LP = 1 F = 0
PSYC 534 - Theories of Learning **(NASP - 2.3, 2.5; ULM – 3, 5)** Demonstrates knowledge of varied theories of learning. Demonstrates knowledge of strategies for applying learning theory for diverse populations.	P = 5 LP = 0 F = 0	P = 5 LP = 1 F = 0	P = 3 LP =1 F = 0
PSYC 552 - Behavior Modification **(NASP - 2.1, 2.2, 2.3; ULM – 2, 3, 5, 7)** Demonstrates knowledge of theories and strategies for behavioral management. Demonstrates knowledge of behavioral intervention applications in a variety of settings.	P = 5 LP = 0 F = 0	P = 5 LP =1 F = 0	P = 4 LP = 0 F = 0
PSYC 571 - Theories of Psychotherapy **(NASP - 2.3, 2.4; ULM – 2, 5, 7)** Demonstrates knowledge of theories designed to address cognitive deficits. Demonstrates ability to identify therapies/interventions necessary to address specific mental health difficulties.	P = 2 LP = 3 F = 0	P = 5 LP = 1 F = 0	P = 4 LP = 0 F = 0
PSYC 588A – Historical/Legal/Procedural Issues **(NASP - 2.1, 2.6, 2.10; ULM – 3, 6)** Demonstrates knowledge of educational and school psychology procedures and the historical/legal rationale for these procedures. Demonstrates knowledge of collaborative strategies necessary to effect changes at all service delivery levels and locations.	P = 5 LP = 0 F = 0	P = 6 LP = 0 F = 0	P = 4 LP = 0 F = 0

Students must pass (LP or P) at least *2* courses from among the following: Psychology *522, 523,* and *534*   (# passed ___3___)
Students must pass (LP or P) at least *2* courses from among the following: Psychology *515, 552,* and *571*   (# passed ___3___)
Students must pass (LP or P) at least *3* courses from among the following: Psychology *503, 509, 511,* and *588A*   (# passed ___4___)
Students must pass (LP or P) at least *8* courses overall (including the *7* which meet criteria indicated above)   (Total # passed __10__)

Comprehensive Examination Results			
	__5_ S _0__ U	__6_ S _0__ U	__4_ S __0_ U

Psychology 582 Final – Educational Evaluation Case Study Summary Results

AVERAGE SCORES EARNED (3 = Acceptable; 5 = Excellent)

Activity Type	Case Component	2004 (N= 6)	2005 (N= 5)	2006 (N= 5)
Problem Identification: Data Collection & Analysis (2.1)	Referral Concerns	4.33	4.2	4.6
	Screening	3.7	3.8	4.6
	Review of Permanent Products	3.7	4.2	4.2
Data Collection: Consultation, & Collaboration (2.2)	Teacher Interview(s)	4.7	4.6	4.6
	Parent Interview(s)	4.7	4.2	4.6
	Client/Student Interview(s)	5	5	4.6
	Classroom Observation	5	5	4.6
	Referral to Outside Professionals	5	5	5
Data Collection: Informal Assessment & Analysis (2.3)	Curriculum-based Assessment	4.33	4.6	4.6
Intervention Planning, Monitoring, & Evaluation (2.4, 2.7)	Pre-referral Intervention	4.7	4.2	4.2
	Intervention Plan	4.7	4.6	4.6
Intervention Planning, Monitoring, & Evaluation (cont.)	Intervention Implementation and Monitoring	4.7	4.6	4.6
	Intervention Evaluation	4.7	4.6	4.6
Data Collection and Analysis: Formal Assessment (2.5)	Formal Assessment	4.33	4.2	4.6
	Analysis of Formal Assessment Data	4.7	4.2	4.2
Data Synthesis, Collaboration & Consultation (2.2)	Results Integration	4.33	4.6	4.6
	Classification	4.33	4.6	4.6
	Recommendations	4.7	4.6	4.6
Reporting Results	Report/Written Language Skills	3.7	4.2	4.2
	Oral/PowerPoint Presentation.	4.7	4.2	4.6

Evidence of Positive Impact on Students 2.7	Acceptable	Acceptable	Acceptable

PSYC 588 B - Intervention Rubric – Summary of Results

Average Scores Earned (2 = Acceptable; 4 = Excellent)

Activity Type	Case Component	2004 (N = 5)	2005 (N = 4)	2006 (N = 6)
Problem Identification, Data Collection & Analysis (2.1)	Referral Concerns	3.6	3	3.3
	Screening	3.2	3	3.3
Problem Analysis: Consultation, & Collaboration (2.2)	Teacher Interview(s)	3.2	3.5	3.7
	Parent Interview(s)	3.2	2.5	3.7
	Client/Student Interview(s)	3.6	3	3.7
** Optional (Assign a score of 4 if outside consultations are not warranted and not conducted.) (2.8)	Consultation with individuals in community settings			
	Observation(s)	3.6	3	3.7
** Optional	Referral to Outside Professionals			
Data Collection, Informal Assessment & Analysis (2.3, 2.4)	Behavioral Assessments in Educational Setting(s)	3.2	2.5	3.3
** Optional (Assign a score of 4 if outside assessments are not warranted and not completed.) (2.8)	Behavioral Assessments in Home/Community Setting(s)			
Intervention Planning, Monitoring, & Evaluation (2.5, 2.7)	Intervention Plan	3.6	3	3.7
	Intervention Implementation and Monitoring	3.2	3	3.7
	Intervention Evaluation	3.2	3	3.7
	Intervention Follow-up	2.8	3	3.7
Reporting Results	Report Format	3.6	2.5	3.3
	Written Language Skills	3.6	3	3.3

Activity Type	Case Component	2004	2005	2006
Evidence of Positive Impact on Students (2.7)	Evaluation of Overall Program	Acceptable	Acceptable	Acceptable

Psychology 503
Advanced Child Psychology

Summer 2006

Performance Assessment   **II Summer 2006**

Assessment→		Article 1 Rubric (25 points)	Article 2 Rubric (25 points)	Presentation Rubric (50 points)	Final Exam (100 points)
Group Results		U (0) A (1) E (4)	U (0) A (0) E (5)	U (0) A (0) E (5)	99.2 %

U	Unacceptable	0 – 19	0 – 19
A	Acceptable	20 – 22	20 – 22
E	Excellent	23 – 25	23 – 25

Note: No school psychology graduate students were enrolled in the two previous summer sessions (i.e., 2005, 2004).

Psychology 509
Intellectual Assessment

Fall Semesters 2004 through 2006

Performance Assessment

Assessment→			Test Administration Rubric (50 points)	Test Administration Rubric (50 points)
Year				
Fall 2004		Student 1	A	A
		Student 2	A	A
		Student 3	A	A
		Student 4	E	A
		Overall Rubric Average Score	U (0) A (3) E (1) 46.5%	U (0) A (4) E (0) 46.0%
Fall 2005		Student 1	E	E
		Student 2	A	E
		Student 3	E	E
		Student 4	E	E
		Student 5	A	E
		Overall Rubric Average Score	U (0) A (2) E (3) 47.2%	U (0) A (0) E (5) 48.0%
Fall 2006		Student 1	E	E
		Student 2	E	E
		Overall Rubric Average Score	U (0) A (0) E (2) 48.0%	U (0) A (0) E (2) 48.0%

Note: Two consecutive scores of A or E required

U   Unacceptable   0 – 44
A   Acceptable   45 – 47
E   Excellent   48 – 50

Psychology 527
Professional School Psychology

Performance Assessment   **Spring**
<u>**2006**</u>

Assessment→		In-Service Presentation Rubric (50 points)		Final Exam (100 points)
Overall Rubric Average Score		U (0) A (6) E (0) 41.00		96.67 %

U   Unacceptable   0 – 39
A   Acceptable   40 – 44
E   Excellent   45 – 50

EDAS 514
School Law

Performance Assessment

	2004 (N = 4)	2005 (N = 5)	2004 (N = 3)
*Average Grade Earned	3.75	3.2	4

* Grade averages based on: A = 4 points
                                B = 3 points
                                C = 2 points

Psychology 552
Behavior Management

Performance Assessment Results

Year	Assessment→		Behavior Management Plan (30 points)
2003 – 2004	Overall Rubric		U (0) A (0) E (2)
2004 – 2005	Overall Rubric		U (0) A (0) E (1)
2005 - 2006	Overall Rubric		U (0) A (0) E (2)

U   Unacceptable   0 – 10
A   Acceptable   11 – 20
E   Excellent   21 – 30

Assessment 3 Narrative

 The Practicum Portfolio allows evaluation of a compilation of performance-based plans and activities completed by students in limited field placements (i.e., minimum of 120 hours per semester). Students enrolled in practicum are evaluated regularly by university supervisors through weekly supervision meetings. Although portfolio components are reviewed throughout the year and midyear grades are assigned, students are required to submit the final version of the Practicum Portfolio at the end of the 2nd semester of practicum activities (typically during the 2nd year of program participation.

 The Practicum Portfolio allows the possibility of assessing the following portions of NASP domains of professional practice:

  2.1 – Systematic data collection and translation of assessment results into
   empirically based decisions.
  2.2 – Effective collaboration in planning and decision making.
  2.3 – Development of appropriate goals for students with different abilities.
  2.4 – Collaborative development of goals for students with different abilities.
  2.5 – Sensitivity to skills necessary to work with diverse populations.
  2.7 – Contributions of school psychologists to prevention and intervention
   programs.
  2.10 – School psychology practice that adheres to applicable standards.

In previous years, practicum instructors did not maintain copies of specific scores relating to each portfolio domain that was assessed. Such data were returned to students. Therefore, data from previous years used in the current analysis only reflect comparison of composite scores earned by these students. The specific domains that should be reflected by the discrete scores on which the composite is based are therefore assumed. Future plans include revision of these data sheets to enable better reflection of alignment of activities to NASP standards and maintenance of the completed evaluation sheets used to derive the composite scores.

 Review of the composite scores for the past 3 years reveals that at mid year, most students provided at least acceptable portfolios for all years. The exception to this level of performance is evidenced during the 2004-2005 academic year when 2 students' mid-year portfolios were deemed unacceptable. All final portfolio submissions were deemed to be acceptable for all three of the years reviewed.

PSYC 591 – PRACTICUM PORTFOLIO ASSESSMENT/EVALUATION

Student Name: _____   Semester: __1ˢᵗ __2ⁿᵈ __3ʳᵈ __4ᵗʰ   Academic Year _____

	4 points	3 points	1 point
	Excellent	Acceptable	Unacceptable
Submission Requirements (NASP – 2.10 – Time Management and Attention to Required Standards) (K1, S1, D1)	Student adhered to all required submission elements.	Student generally adhered to submission elements, however difficulty was evident in one area (indicated). __submitted on time __typed presentations __supporting documentation __bound __blinded results	Student generally adhered to submission elements, however difficulty was evident in 2 areas (indicated). __submitted on time __typed presentations __supporting documentation __bound __blinded results
Required Components (NASP – 2.10 – Practice Consistent with Required Standards) (K2, S2)	Student's portfolio exceeded required elements. Description of additional learning activities and experiences were provided.	Student's portfolio contained required elements only.	Student's portfolio was incomplete. One required element missing (indicated). __initial evaluation __reevaluation __behavior management intervention __summary results of a consultation __manifest determination __functional behavioral assessment __professional development/self study activities
Organization NASP – 2.10 – Professional Practice (K1, S2, S6, D1, D6)	Portfolio reflects good student organization skills. Guides and explanations for components included. Presentation of materials adds greatly to ease of assessment.	Portfolio reflects adequate student organization skills. Orderly presentation of materials, but minimal guides or explanations provided.	Portfolio reflects less than efficient student organization skills. Components may be included, but no guides or explanations provided.
Accuracy and Evidence of Positive Impact on p-12 Students (K2, K6, S6, D2, D6) (See back of this sheet for details used in evaluating this section)	Accurate links between presenting problems and strategies employed. Student actions reflect mastery of required professional responsibilities. Data presented and reflect positive impacts on students.	Mostly accurate links between presenting problems and strategies employed. Student actions reflect emerging mastery of required professional responsibilities. Evidence of data use but not presented in summaries.	Links between presenting problems and strategies employed are minimally accurate. Student actions reflect basic familiarity with data collection and professional responsibilities, but lack required level of professionalism.

Overall Score _____   Corrective Action(s): ___None   ___ Conference   ___ Resubmit   ___ Extend Supervision   ___Extend Practicum

Accuracy and Evidence of Positive Impact Criteria

	*INITIAL EVALUATION		REEVALUATION		**BEHAVIOR MANAGEMENT INTERVENTION		**SUMMARY RESULTS OF A CONSULTATION		MANIFEST DETERMINATION		FUNCTIONAL BEHAVIORAL ASSESSMENT		PROFESSIONAL DEVELOP./ SELF-STUDY ACTIVITIES	
Statement of the Problem	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate
Data Review	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate
Case Consultations	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	NA	NA
Selection of Strategies	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate
Design of Implementation	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	NA	NA	NA	NA	Accurate	Inaccurate
Implementation of Strategies	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Accurate	Inaccurate	Adequate	Inadequate
Progress Monitoring	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	NA	NA	NA	NA	NA	NA
Evaluation of Effectiveness	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	NA	NA	NA	NA	NA	NA
Integration of Results	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	NA	NA
Follow-up/ Revision and Recommendations	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	NA	NA
Evidence of Impact	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	NA	NA
Evidence of Diversity	Present	Absent	Present	Absent	Present	Absent	Present	Absent	Present	Absent	Present	Absent	Present	Absent
Overall Impression	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Adequate	Inadequate

* Refer to Educational Evaluation – Case Study Rubric to complete this section. (NASP - 2.1, 2.2, 2.3, 2.4., 2.5, 2.7)

** Refer to Counseling/Intervention – Case Study Rubric to complete this section. (NASP - 2.1, 2.2, 2.3, 2.4., 2.5, 2.7)

Observation of Learning Outcomes

Prestructural (1)	Unistructural (2)	Multistructural (3)	Relational (4)	Extended Abstract (5)
There may be preliminary preparation, but the task itself is not attacked in an appropriate way.	One aspect of the task is performed or understood serially; but there is no relationship to facts or ideas	Two or more aspects of the task are performed or understood serially with limited interrelationships to other ideas	Several aspects are integrated so that the whole has a coherent structure and meaning in and of itself	The coherent whole is raised to a higher level of performance showing expertise within and of itself.

_____ **Composite SOLO Rating: K 1, 2, 6; S 1, 2, 6; D 1, 2, 6**

Psychology 591
Practicum

Performance Assessment

Assessment→			Portfolio Fall Mid-Year Review	Portfolio Spring Final Review
Year				
2004 – 2005		Overall Rubric	U (2) A (1) E (3)	U (0) A (2) E (4)
2005 – 2006		Overall Rubric	U (0) A (1) E (2)	U (0) A (0) E (3)
2006 – 2007		Overall Rubric	U (0) A (0) E (5)	

U = Unacceptable (0 – 2.99)   A = Acceptable (3.00 – 3.74)   E = Excellent (3.75 – 4.00)

Assessment 4 Narrative

Students in field-based settings are evaluated regularly by site supervisors through weekly supervision meetings and evaluation reports, documentation of which is provided to the university supervisor. Site evaluations afford both formative and summative assessment of student progress. This survey of intern performance in the applied setting relative to professional competencies and dispositions is presented in a Likert format for evaluation by field supervisors. The evaluation is completed at least 3 times (beginning, middle, end) during the internship experience in order to chart student progress. Additional evaluations may be warranted if a student displays significant areas of concern or changes internship sites. The internship typically is completed during the 3rd year of program participation.

Site supervisor assessments evaluate all NASP domains of professional practice. However, prior to the spring of 2006, evaluation tools used did not afford comparisons of numerical averages. Therefore, comparisons of results obtained prior to 2006 with those obtained during the spring semester of 2006 are limited.

In reviewing the data for the six interns that were on internship placements for the spring or 2007, it should be noted that field supervisor ratings for middle year (i.e., January) and end of the year (i.e., April) indicate consistent levels of performance at the proficient level for all areas assessed. These scores are especially important because three of the six interns were in placements outside of the state of Louisiana. In most situations, performance ratings improved from the middle year to the end of the year evaluations. Similar results may be noted on the previously used evaluations depicting mid-semester and end-of-semester evaluations for the fall term of 2005. Knowledge of and adherence to ethical principles, the ability to work well with others in a professional setting, as well as work-related behaviors and attitudes received consistently high ratings of Professional in the 2006 evaluations. These ratings affirm the program's commitment to producing school psychologists who maintain both the skills and attitudes necessary for success in the profession. Summary data for previous years also indicate superior performance by a majority of interns for all areas assessed. Lowest areas of competence (still rated at the proficient level) reflected counseling skills and provision of in-service training. Counseling needs already have been addressed with changes made to students' degree offerings. Development and presentation of an in-service training module also has been added to the PSYC 527 – Professional School Psychology Course.

EVALUATION OF STUDENT PROGRESS

STUDENT: _____   RESPONDENT: _____

____ INTERN ____ PRACTICUM STUDENT   TITLE: _____

Rate the indicated student's abilities/performance relative to their placement in your setting by circling the appropriate number for each statement, according to the competency scale indicated.

5	4	3	2	1	NA
Professional	Proficient	Adequate	Emerging	Minimal	not applicable /observed
(independent worker, minimal supervision needed)	(excellent skills, occasional supervision needed)	(good/average skills, regular supervision needed)	(skills need improvement, requires more supervision than expected in this area)	(little/no skill, needs training and supervision)	

1. Professional Competence (knowledge of a school psychologist's
   duties and responsibilities). (2.6, 2.10)

	5	4	3	2	1	NA
Knowledge of federal/state regulations	5	4	3	2	1	NA
Knowledge of case management procedures	5	4	3	2	1	NA

2. Adherence to ethical guidelines for service provision

	5	4	3	2	1	NA
Knowledge of ethical principles/guidelines	5	4	3	2	1	NA
Ethical performance of duties	5	4	3	2	1	NA

3. Professional conduct

	5	4	3	2	1	NA
General work attitude/enthusiasm	5	4	3	2	1	NA
General productivity	5	4	3	2	1	NA
Attendance	5	4	3	2	1	NA
Punctuality (arrival to and departure from work)	5	4	3	2	1	NA
Punctuality (completion of assignments)	5	4	3	2	1	NA
Level of independence relative to completion of assignments	5	4	3	2	1	NA
Presents positive public image	5	4	3	2	1	NA

4. Ability to work well with and respect opinions of other professionals (2.2)

	5	4	3	2	1	NA
Interpersonal communication skills	5	4	3	2	1	NA
Cooperative decision-making skills	5	4	3	2	1	NA
Willingness to accept and act on constructive feedback	5	4	3	2	1	NA

5. Consultation (2.2)

	5	4	3	2	1	NA
Knowledge of consultation models and methods	5	4	3	2	1	NA
Effective interviewing skills	5	4	3	2	1	NA
Effectiveness of consultation/conferencing with parents	5	4	3	2	1	NA
Effectiveness of consultation/conferencing with students	5	4	3	2	1	NA
Effectiveness of consultation/conferencing with teachers	5	4	3	2	1	NA

6. Ability to work well with diverse populations (2.5)

Knowledge relative to impacts of cultural/ethnic differences	5	4	3	2	1	NA
Respect for individual differences	5	4	3	2	1	NA
Appropriate selection of materials and strategies in recognition of individual differences	5	4	3	2	1	NA

7. Good knowledge of intervention design and implementation (2.1, 2.3, 2.7)

Appropriate data collection	5	4	3	2	1	NA
Appropriate intervention design	5	4	3	2	1	NA
Design practicality	5	4	3	2	1	NA
Empirically supported procedures used	5	4	3	2	1	NA
Effective implementation	5	4	3	2	1	NA
Appropriate follow-up evaluation/revision	5	4	3	2	1	NA
Positive impact demonstrated	5	4	3	2	1	NA

8. Test knowledge (administration, scoring, interpretation of instruments and technologies typically used by school psychologists) (2.4, 2.11)

Cognitive Tests	5	4	3	2	1	NA
Social/Emotional/Behavioral Instruments	5	4	3	2	1	NA
Educational Assessments	5	4	3	2	1	NA
Written Communication skills (report writing)	5	4	3	2	1	NA

9. Counseling (2.7)

Knowledge of counseling models and methods	5	4	3	2	1	NA
Effectiveness as an individual counselor	5	4	3	2	1	NA
Effectiveness as group counselor	5	4	3	2	1	NA

10. Other

Crisis management (2.7)	5	4	3	2	1	NA
Provision of in-service trainings (2.8, 2.11)	5	4	3	2	1	NA
Program planning/evaluation (2.9)	5	4	3	2	1	NA
Professional Development	5	4	3	2	1	NA

11. Student is making adequate progress toward completion of the minimum required number of hours for:

Internship (600 hr. per semester) __ YES __ NO   Practicum (120 hr. per semester) __ YES __ NO

Field Experience (10 hr. per semester) __ YES __ NO

Comments:

EVALUATION OF STUDENT PROGRESS – Average scores

__XX (N = 6)__ INTERN   _____ PRACTICUM STUDENT

Rate the indicated student's abilities/performance relative to their placement in your setting by circling the appropriate number for each statement, according to the competency scale indicated.

5	4	3	2	1	NA
Professional	Proficient	Adequate	Emerging	Minimal	not applicable /observed
(independent worker, minimal supervision needed)	(excellent skills, occasional supervision needed)	(good/average skills, regular supervision needed)	(skills need improvement, requires more supervision than expected in this area)	(little/no skill, needs training and supervision)	

	2005 – 2006		Overall
	Middle	End	Average
1. Professional Competence (knowledge of a school psychologist's duties and responsibilities). (2.6, 2.10)			
Knowledge of federal/state regulations	3.83	4.17	4.00
Knowledge of case management procedures	4.17	4.50	4.33
2. Adherence to ethical guidelines for service provision			
Knowledge of ethical principles/guidelines	5.00	5.00	5.00
Ethical performance of duties	5.00	5.00	5.00
3. Professional conduct			
General work attitude/enthusiasm	4.83	4.83	4.83
General productivity	4.83	5.00	4.92
Attendance	5.00	5.00	5.00
Punctuality (arrival to and departure from work)	5.00	5.00	5.00
Punctuality (completion of assignments)	4.83	5.00	4.92
Level of independence relative to completion of assignments	4.67	4.67	4.67
Presents positive public image	5.00	4.83	4.91
4. Ability to work well with and respect opinions of other professionals (2.2)			
Interpersonal communication skills	5.00	5.00	5.00
Cooperative decision-making skills	5.00	5.00	5.00
Willingness to accept and act on constructive feedback	4.83	5.00	4.92
5. Consultation (2.2)			
Knowledge of consultation models and methods	4.67	4.67	4.67
Effective interviewing skills	4.83	4.83	4.83
Effectiveness of consultation/conferencing with parents	4.67	4.67	4.67
Effectiveness of consultation/conferencing with students	4.83	5.00	4.92
Effectiveness of consultation/conferencing with teachers	4.83	5.00	4.83

| | **2005 – 2006** | | **Overall** |
	Middle	End	**Average**
6. Ability to work well with diverse populations (2.5)			
Knowledge relative to impacts of cultural/ethnic differences	4.50	4.67	4.58
Respect for individual differences	4.83	5.00	4.92
Appropriate selection of materials and strategies in recognition of individual differences	4.50	4.67	4.58
7. Good knowledge of intervention design and implementation (2.1, 2.3, 2.7)			
Appropriate data collection	4.60	4.83	4.73
Appropriate intervention design	4.40	4.50	4.45
Design practicality	4.40	4.50	4.45
Empirically supported procedures used	4.60	4.67	4.64
Effective implementation	5.00	5.00	5.00
Appropriate follow-up evaluation/revision	4.80	4.83	4.82
Positive impact demonstrated	4.60	4.67	4.64
8. Test knowledge (administration, scoring, interpretation of instruments and technologies typically used by school psychologists) (2.4, 2.11)			
Cognitive Tests	4.60	4.83	4.73
Social/Emotional/Behavioral Instruments	4.33	4.17	4.25
Educational Assessments	4.50	4.50	4.50
Written Communication skills (report writing)	4.67	4.67	4.67
9. Counseling (2.7)			
Knowledge of counseling models and methods	4.50	4.50	4.50
Effectiveness as an individual counselor	4.33	4.33	4.33
Effectiveness as group counselor	4.00	4.00	4.00
10. Other			
Crisis management (2.7)	4.40	4.40	4.40
Provision of in-service trainings (2.8, 2.11)	4.00	4.33	4.20
Program planning/evaluation (2.9)	4.25	4.20	4.22
Professional Development	4.83	4.83	4.83

11. Student is making adequate progress toward completion of the minimum required number of hours for:

Internship (600 hr. per semester)   __**__ YES   ___ NO   Practicum (120 hr. per semester)   ___ YES   ___ NO

Field Experience (10 hr. per semester)   ___ YES   ___ NO   ** 6 of 6 (100%)

Comments: _____

EVALUATION OF STUDENT PROGRESS (Used Prior to 2006)

STUDENT: _____N = 4_____   RESPONDENT: _____

TITLE: _____

Rate the indicated student's abilities/performance relative to their placement in your setting by circling the appropriate letter for each statement, according to the grade scale indicated.

A	B	C	D	F	NA
superior	excellent	good/average	fair	poor	not applicable/observed

Mid Semester Fall 2005

1. Professional Competence (knowledge of a school psychologist's
   duties and responsibilities).   A   B(4) C   D   F   NA

2. Adherence to state and ethical guidelines for the provision of
   school psychological services.   A(2) B(1) C(1) D   F   NA

3. General work attitude   A(3) B(1) C   D   F   NA

4. General work performance   A(1) B(3) C   D   F   NA

5. Attendance   A(3) B(1) C   D   F   NA

6. Punctuality (arrival to and departure from work)   A(3) B(1) C   D   F   NA

7. Punctuality (completion of assignments)   A(2) B(1) C(1) D   F   NA

8. Ability to work well with and respect opinions of other professionals   A(2) B(1) C(1) D   F   NA

9. Willingness to accept and act on constructive feedback   A(2) B(1) C(1) D   F   NA

10. Effective interviewing/consultation/communication skills   A(1) B(1) C(2) D   F   NA

11. Good knowledge of intervention design and implementation   A(1) B   C(2) D   F   NA(1)

12. Test knowledge (administration, scoring, interpretation of
    various instruments typically used by school psychologists)   A(1) B   C(1) D   F(1) NA(1)

13. Knowledge of and respect for diverse populations.   A   B(2) C   D   F   NA(1) *

14. Student is making adequate progress toward completion of the minimum required number of hours for:

Internship (600 hr. per semester) _**_ YES __ NO   Practicum (120 hr. per semester) __ YES __ NO

Field Experience (10 hr. per semester) __ YES __ NO   ** 6 of 6 (100%)

Comments: * 1 no response

_____
_____

EVALUATION OF STUDENT PROGRESS (Used Prior to 2006)

STUDENT: _____N = 4_____   RESPONDENT: _____

TITLE: _____

Rate the indicated student's abilities/performance relative to their placement in your setting by circling the appropriate letter for each statement, according to the grade scale indicated.

A	B	C	D	F	NA
superior	excellent	good/average	fair	poor	not applicable/observed

End of Semester Fall 2005

1. Professional Competence (knowledge of a school psychologist's
    duties and responsibilities).   A   B(4)   C   D   F   NA

2. Adherence to state and ethical guidelines for the provision of
    school psychological services.   A(3)   B(1)   C   D   F   NA

3. General work attitude   A(3)   B(1)   C   D   F   NA

4. General work performance   A(2)   B(2)   C   D   F   NA

5. Attendance   A(3)   B(1)   C   D   F   NA

6. Punctuality (arrival to and departure from work)   A(4)   B   C   D   F   NA

7. Punctuality (completion of assignments)   A(4)   B   C   D   F   NA

8. Ability to work well with and respect opinions of other professionals   A(2)   B(2)   C   D   F   NA

9. Willingness to accept and act on constructive feedback   A(3)   B(1)   C   D   F   NA

10. Effective interviewing/consultation/communication skills   A(2)   B(1)   C (1) D   F   NA

11. Good knowledge of intervention design and implementation   A(1)   B(1)   C (2) D   F   NA

12. Test knowledge (administration, scoring, interpretation of
    various instruments typically used by school psychologists)   A(2)   B(1)   C(1)   D   F   NA

13. Knowledge of and respect for diverse populations.   A(1)   B(2)   C   D   F   NA *

14. Student is making adequate progress toward completion of the minimum required number of hours for:

Internship (600 hr. per semester) __ YES __ NO   Practicum (120 hr. per semester) __ YES __ NO

Field Experience (10 hr. per semester) __ YES __ NO

Comments: * 1 No Response
_____
_____

EVALUATION OF STUDENT PROGRESS (Used Prior to 2006)

STUDENT: __Summary Data for Years 2004-05 (2nd Semester Interns)_N=8_   RESPONDENT: _____

TITLE: _____

Rate the indicated student's abilities/performance relative to their placement in your setting by circling the appropriate letter for each statement, according to the grade scale indicated.

A	B	C	D	F	NA
superior	excellent	good/average	fair	poor	not applicable/observed

1. Professional Competence (knowledge of a school psychologist's duties and responsibilities).   A(7)   B(1)   C   D   F   NA

2. Adherence to state and ethical guidelines for the provision of school psychological services.   A(6)   B(2)   C   D   F   NA

3. General work attitude   A(7)   B(1)   C   D   F   NA

4. General work performance   A(7)   B(1)   C   D   F   NA

5. Attendance   A(7)   B(1)   C   D   F   NA

6. Punctuality (arrival to and departure from work)   A(7)   B(1)   C   D   F   NA

7. Punctuality (completion of assignments)   A(6)   B(2)   C   D   F   NA

8. Ability to work well with and respect opinions of other professionals   A(7)   B(1)   C   D   F   NA

9. Willingness to accept and act on constructive feedback   A(7)   B(1)   C   D   F   NA

10. Effective interviewing/consultation/communication skills   A(7)   B(1)   C   D   F   NA

11. Good knowledge of intervention design and implementation   A(6)   B(2)   C   D   F   NA

12. Test knowledge (administration, scoring, interpretation of various instruments typically used by school psychologists)   A(6)   B(2)   C   D   F   NA

13. Knowledge of and respect for diverse populations.   A*   B   C   D   F   NA

14. Student is making adequate progress toward completion of the minimum required number of hours for:

Internship (600 hr. per semester) __ YES __ NO   Practicum (120 hr. per semester) __ YES __ NO

Field Experience (10 hr. per semester) __ YES __ NO

Comments:_____ *No data available for this item,_____
_____
_____
_____
_____
_____

Comparison of Results across Evaluations for NASP Domains for End-of-Year Ratings

Direct comparisons are provided when possible.

Domain	2006 (Overall Average Score) (5 point Scale)	Up to Spring Term of 2005 (Ratings for Each Level)	
2.1 – Appropriate data collection	4.73	A(6)	B(2)
2.2 – Consultation and Collaboration		A(7)	B(1)
Interpersonal communication skills	5.00		
Knowledge of consultation models and methods	4.67		
Effectiveness of consultation/conferencing with parents	4.67		
Effectiveness of consultation/conferencing with students	4.92		
Effectiveness of consultation/conferencing with teachers	4.83		
2.3 – Development, implementation, and evaluation of appropriate academic and cognitive goals.		A(6)	B(2)
Appropriate intervention design	4.45		
Design practicality	4.45		
Empirically supported procedures used	4.64		
Effective implementation	5.00		
Appropriate follow-up evaluation/revision	4.82		
2.4 Knowledge of Social/Emotional/Behavioral Instruments	4.25		
2.5 – Student Diversity			
Knowledge relative to impacts of cultural/ethnic differences	4.58		
Respect for individual differences	4.92		
Appropriate selection of materials and strategies in recognition of individual differences	4.58		
2.6 – Systems Policies and Services			
Knowledge of federal/state regulations	4.00	A(6)	B(2)
Knowledge of case management procedures	4.33		
2.7 – Prevention, Crisis Management, Intervention		A(6)	B(2)
Appropriate intervention design	4.45		
Design practicality	4.45		
Empirically supported procedures used	4.64		
Effective implementation	5.00		
Appropriate follow-up evaluation/revision	4.82		
Knowledge of counseling models and methods	4.50		
Effectiveness as an individual counselor	4.33		
Effectiveness as group counselor	4.00		
Crisis management	4.40		
2.8 – Home/School Community Collaboration			
Provision of in-service trainings	4.20		
Effectiveness of consultation/conferencing with parents	4.67		

2.9 – Program Planning/Evaluation   4.22

2.10 – School Psychology Practices

Knowledge of federal/state regulations	4.00	A(6)	B(2)
Knowledge of case management procedures	4.33		
Professional Development	4.83		

2.11 – Use of technology to enhance services
        (in-service trainings)   4.2

Assessment 5 Narrative

  The Internship Portfolio allows evaluation of a compilation of performance-based activities completed by interns. Similar to the practicum portfolio, the internship portfolio allows evaluation of a compilation of performance-based plans and activities completed by students in field placements. Because the internship represents full-time field experience (i.e., minimum of 1200 hours typically completed across one academic year), the portfolio produced by these students is expected to contain significantly more detail, a greater breadth of experiences, and greater reflection of positive impact on k-12 students than is included in the practicum portfolio. Students are required to submit final versions of their portfolio for each semester of enrollment in the internship course. In this manner, the faculty and site supervisors may collaborate to ensure that, during the final semester, the student addresses any identified areas of weakness and omissions in experiences. The Internship Portfolio is a required component of the internship experience that students typically complete during the 3rd year of program participation.

  The Internship Portfolio allows faculty to assess the following portions of NASP domains of professional practice:

    2.1 – Systematic data collection and translation of assessment results into empirically based decisions.

    2.2 – Effective collaboration in planning and decision making.

    2.3 – Development of appropriate goals for students with different abilities.

    2.4 – Collaborative development of goals for students with different abilities.

    2.5 – Sensitivity to skills necessary to work with diverse populations.

    2.7 – Contributions of school psychologists to prevention and intervention programs.

    2.10 – School psychology practice that adheres to applicable standards.

  The overall portfolio score is obtained using a three-point evaluation system across four areas that reflect both professional behaviors (i.e., adherence to timelines, organization skills) necessary for successful practice as well as specifically required practice-related competencies. Two components of the portfolio, the Educational Case Study Evaluation (for an initial evaluation) and the Counseling/Intervention Case Study Evaluation, contribute both to the portfolio composite score for this assessment as well as the evaluation of positive impact reflected by Assessment 6.

  Review of the composite scores for the past 3 years reveals that at mid year, most students provided at least acceptable portfolios for all years. Additionally, a majority of portfolios submitted during the fall (7 of 11) and spring (10 of 11) received overall scores of Excellent. Evaluation of combined scores for the two sets of case evaluations suggests acceptable performance relative to all domains. Weakest areas, however, are reflected in students' written language skills and intervention follow up.

PSYC 592 – INTERNSHIP PORTFOLIO ASSESSMENT/EVALUATION

Student Name: _____   Semester: __1ˢᵗ __2ⁿᵈ __3ʳᵈ __4ᵗʰ   Academic Year _____

	4 points	3 points	1 point
	Excellent	Acceptable	Unacceptable
Submission Requirements (NASP – 2.10 – Time Management and Attention to Required Standards) (K1, S1, D1)	Student adhered to all required submission elements.	Student generally adhered to submission elements, however difficulty was evident in one area (indicated). __submitted on time __typed presentations __supporting documentation __bound __blinded results	Student generally adhered to submission elements, however difficulty was evident in 2 areas (indicated). __submitted on time __typed presentations __supporting documentation __bound __blinded results
Required Components (NASP – 2.10 – Practice Consistent with Required Standards) (K2, S2)	Student's portfolio exceeded required elements. Description of additional learning activities and experiences were provided.	Student's portfolio contained required elements only.	Student's portfolio was incomplete. One required element missing (indicated). __initial evaluation __reevaluation __behavior management intervention __summary results of a consultation __manifest determination __functional behavioral assessment __professional development/self study activities
Organization NASP – 2.10 – Professional Practice (K1, S2, S6, D1, D6)	Portfolio reflects good student organization skills. Guides and explanations for components included. Presentation of materials adds greatly to ease of assessment.	Portfolio reflects adequate student organization skills. Orderly presentation of materials, but minimal guides or explanations provided.	Portfolio reflects less than efficient student organization skills. Components may be included, but no guides or explanations provided.
Accuracy and Evidence of Positive Impact on PK-12 Students (K2, K6, S6, D2, D6) (See back of this sheet for details used in evaluating this section)	Accurate links between presenting problems and strategies employed. Student actions reflect mastery of required professional responsibilities. Data presented and reflect positive impacts on students.	Mostly accurate links between presenting problems and strategies employed. Student actions reflect emerging mastery of required professional responsibilities. Evidence of data use but not presented in summaries.	Links between presenting problems and strategies employed are minimally accurate. Student actions reflect basic familiarity with data collection and professional responsibilities, but lack required level of professionalism.

Overall Score _____   Corrective Action(s): ___None   ___ Conference ___ Resubmit   ___ Extend Supervision   ___Extend Internship

Accuracy and Evidence of Positive Impact Criteria

	*INITIAL EVALUATION		REEVALUATION		**BEHAVIOR MANAGEMENT INTERVENTION		**SUMMARY RESULTS OF A CONSULTATION		MANIFEST DETERMINATION		FUNCTIONAL BEHAVIORAL ASSESSMENT		PROFESSIONAL DEVELOP./ SELF-STUDY ACTIVITIES	
Statement of the Problem	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate
Data Review	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate
Case Consultations	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	NA	NA
Selection of Strategies	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate
Design of Implementation	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	NA	NA	NA	NA	Accurate	Inaccurate
Implementation of Strategies	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Accurate	Inaccurate	Adequate	Inadequate
Progress Monitoring	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	NA	NA	NA	NA	NA	NA
Evaluation of Effectiveness	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	NA	NA	NA	NA	NA	NA
Integration of Results	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	NA	NA
Follow-up/ Revision and Recommendations	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	NA	NA
Evidence of Impact	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	NA	NA
Evidence of Diversity	Present	Absent	Present	Absent	Present	Absent	Present	Absent	Present	Absent	Present	Absent	Present	Absent
Overall Impression	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Adequate	Inadequate

* Refer to Educational Evaluation – Case Study Rubric to complete this section. (NASP - 2.1, 2.2, 2.3, 2.4., 2.5, 2.7)

** Refer to Counseling/Intervention – Case Study Rubric to complete this section. (NASP - 2.1, 2.2, 2.3, 2.4., 2.5, 2.7)

Observation of Learning Outcomes

Prestructural (1)	Unistructural (2)	Multistructural (3)	Relational (4)	Extended Abstract (5)
There may be preliminary preparation, but the task itself is not attacked in an appropriate way.	One aspect of the task is performed or understood serially; but there is no relationship to facts or ideas	Two or more aspects of the task are performed or understood serially with limited interrelationships to other ideas	Several aspects are integrated so that the whole has a coherent structure and meaning in and of itself	The coherent whole is raised to a higher level of performance showing expertise within and of itself.

_____ **Composite SOLO Rating: K 1, 2, 6; S 1, 2, 6; D 1, 2, 6**

Psychology 592
Internship

Performance Assessment

Composite Score Results

Assessment→			Portfolio Fall Mid-Year Review	Portfolio Spring Final Review
Year				
2003 – 2004		Overall Rubric	U (0) A (1) E (2)	U (0) A (0) E (3)
2004 – 2005		Overall Rubric	U (0) A (1) E (3)	U (0) A (1) E (3)
2005 – 2006		Overall Rubric	U (0) A (2) E (2)	U (0) A (0) E (4)

U = Unacceptable   A = Acceptable   E = Excellent

Educational Evaluation - Case Study Rubric – Summary of Results

___Internship

AVERAGE SCORES EARNED (3 = Acceptable; 5 = Excellent)

Activity Type	Case Component	2004 (N= 3)	2005 (N= 4)	2006 (N= 4)
Problem Identification: Data Collection & Analysis (2.1)	Referral Concerns	5	5	5
	Screening	4.3	4.5	4.5
	Review of Permanent Products	5	5	5
Data Collection: Consultation, & Collaboration (2.2)	Teacher Interview(s)	4.3	4	4.5
	Parent Interview(s)	4.3	4	4.5
	Client/Student Interview(s)	4.3	4.5	4.5
	Classroom Observation	5	4.3	5
	Referral to Outside Professionals	4.3	4	4.5
Data Collection: Informal Assessment & Analysis (2.3)	Curriculum-based Assessment	4.3	4	4.5
Intervention Planning, Monitoring, & Evaluation (2.4, 2.7)	Pre-referral Intervention	4.3	4	4.5
	Intervention Plan	4.3	4.5	4.5
Intervention Planning, Monitoring, & Evaluation (cont.)	Intervention Implementation and Monitoring	3.6	4.5	4.5
	Intervention Evaluation	3.6	5	4.5
Data Collection and Analysis: Formal Assessment (2.5)	Formal Assessment	4.3	4	4.5
	Analysis of Formal Assessment Data	4.3	4	4.5
Data Synthesis, Collaboration & Consultation (2.2)	Results Integration	4.3	4.5	4.5
	Classification	5	5	5
	Recommendations	4.3	4.5	5
Reporting Results	Report Format	4.3	4.5	4.5
	Written Language Skills.	3.6	4.5	5

Evidence of Positive Impact on Students	Excellent	Excellent	Excellent

Counseling/Intervention Case Study Rubric – Summary of Results

___Internship

AVERAGE SCORES EARNED (2 = Acceptable; 4 = Excellent)

Activity Type	Case Component	2004 (N = 3)	2005 (N = 4)	2006 (N = 4)
Problem Identification, Data Collection & Analysis (2.1)	Referral Concerns	3.3	3.5	3.5
	Screening	3.3	3.5	3.5
Problem Analysis: Consultation, & Collaboration (2.2)	Teacher Interview(s)	3.3	3.5	4
	Parent Interview(s)	2.7	3	3.5
	Client/Student Interview(s)	3.3	3.5	3.5
** Optional (Assign a score of 4 if outside consultations are not warranted and not conducted.) (2.8)	Consultation with individuals in community settings	4	4	4
	Observation(s)	3.3	3.5	3.5
** Optional	Referral to Outside Professionals	4	4	4
Data Collection, Informal Assessment & Analysis (2.3, 2.4)	Behavioral Assessments in Educational Setting(s)	2.7	3	3.5
** Optional (Assign a score of 4 if outside assessments are not warranted and not completed.) (2.8)	Behavioral Assessments in Home/Community Setting(s)	4	4	4
Intervention Planning, Monitoring, & Evaluation (2.5, 2.7)	Intervention Plan	3.3	4	4
	Intervention Implementation and Monitoring	3.3	3	3.5
	Intervention Evaluation	3.3	3	3.5
	Intervention Follow-up	2.7	2.5	3
Reporting Results	Report Format	3.3	3.5	3.5
	Written Language Skills	2.7	3	3.5

Evidence of Positive Impact on Students (2.7)	Evaluation of Overall Program	Acceptable	Acceptable	Acceptable

Evaluation of Domain Performance Across Evaluation and Counseling/Intervention Assessments

(Maximum Evaluation Score = 5) (Maximum Counseling/Intervention Score = 4)

2.1 – Systematic data collection and translation of assessment results into
     empirically based decisions.
     Evaluation Case Results – 4.8
     Counseling/Intervention Case Results – 3.5

2.2 – Effective collaboration in planning and decision making.
     Evaluation Case Results – 4.5
     Counseling/Intervention Case Results – 3.6

2.3 – Development of appropriate goals for students with different abilities.
     Evaluation Case Results – 4.3
     Counseling/Intervention Case Results – 3.1

2.4 – Collaborative development of goals for students with different abilities.
     Evaluation Case Results – 4.3
     Counseling/Intervention Case Results – 3.1

2.5 – Sensitivity to skills necessary to work with diverse populations.
     Evaluation Case Results – 4.3
     Counseling/Intervention Case Results – 3.8

2.7 – Contributions of school psychologists to prevention and intervention
     programs.
     Evaluation Case Results – 4.3
     Counseling/Intervention Case Results – 3.8

Assessment 6 Narrative

The counseling/intervention and educational case studies are data-driven and performance-based portions of the internship portfolio. Information gained from these two evaluations contributes to evaluation of adequacy of the Internship Portfolio (Assessment 5) as well as reflect students' positive impacts on k-12 populations. The counseling/intervention and educational case studies are submitted with the Internship Portfolio at the end of the 2nd semester of internship participation which typically occurs during the 3rd year of program participation. Data associated with these evaluation tools is provided in Assessment 5.

The specific NASP domains of professional practice that are reflected by these assessment tools are:

2.3 – Development of appropriate cognitive and academic intervention goals for students with different abilities and needs.

2.4 – Collaborate to develop appropriate goals for students of varying abilities, implement interventions, and evaluate effectiveness.

2.7 – Contribute to prevention and intervention programs that promote mental health and physical well being.

Summary data from these two instruments that reflect student performance for the past 3 years relative to the indicated domains reflect a consistent pattern of positive impact. Interns provide appropriate diagnostic services to students. They also plan, implement, and provide evaluation results that reflect improvements in student performance. Both of these activities are completed through consultation with school personnel and parents.

Comparison of Data from Both Evaluation and Counseling/Intervention Case Results
(Average scores across the 3-year evaluation period)

(Maximum Evaluation Score = 5) (Maximum Counseling/Intervention Score = 4)

2.3 – Development of appropriate cognitive and academic intervention goals for students with
     different abilities and needs.
     Evaluation Case Results – 4.3
     Counseling/Intervention Case Results – 3.1

2.4 – Collaborate to develop appropriate goals for students of varying abilities, implement
     interventions, and evaluate effectiveness.
     Evaluation Case Results – 4.3
     Counseling/Intervention Case Results – 3.1

2.7 – Contribute to prevention and intervention programs that promote mental health and
     physical well being.
     Evaluation Case Results – 4.3
     Counseling/Intervention Case Results – 3.8

Assessment 7 Narrative

At regular intervals (approximately each 5 years), program graduates also are asked to evaluate the effectiveness of the program in meeting post-graduation employment needs as well as to indicate which courses in the program were deemed most/least helpful relative to their professional development. The most recent of these evaluations was completed in 2006. A previous evaluation, using a different tool that is included here, was completed in 2004. The information gained through this assessment is compared to data provided by site supervisors who regularly employ program interns or graduates and is used in the identification of consistent areas of excellence and difficulty. External review of the program by site supervisors and/or employers occurred in 2006.

The NASP domains evaluated by the combination of these two data sources follow:

2.1 – Data-based decisions permeate practice

2.2 – Students collaborate effectively with others

2.3 – Students collaboratively develop cognitive and academic goals for students, implement and evaluate interventions.

2.4 – Development, implementation, and evaluation of appropriate social goals for students.

2.5 – Sensitivity to diversity in practice

2.6 – Knowledge of policies and ability to work with individuals and groups to facilitate policies and effective learning environments for students

2.7 – Contribute to prevention and intervention activities that promote student well being

2.8 – Work effectively with families, educators, and others

2.10 – Practice in ways that are consistent with appropriate standards, have knowledge and skills to engage in professional development

2.11 – Knowledge and use of data sources and information technology

Review of each data source individually and in combination reveals a consistent pattern of appropriate knowledge, skills, and behaviors reflected by student performance in work settings. Strongest areas of competence relate to knowledge of ethics and professional conduct in the work setting. Most challenging areas are reflected in individual and group counseling skills. This weakness is being addressed through collaboration with the ULM department of Educational Leadership and Counseling that enables school psychology students to complete a three-course sequence of counseling activities. This change occurred in 2005. Data regarding the effectiveness of this change will be reflected in performance assessments for graduates in 2008 and beyond. Future survey efforts of this type will attempt to better align standards to specific evaluation components across the 2 assessment tools to facilitate comparisons of student and employer perceptions.

EMPLOYER SURVEY

ULM CUMULATIVE EVALUATION OF PROGRAM STUDENTS (WHERE 2 OR MORE HAVE BEEN SUPERVISED)

RESPONDENT: _____   TITLE: _____

DATE: _____

Rate the students' abilities/performances relative to their placement in your setting by circling the appropriate number for each statement, according to the competency scale indicated. Please focus on performance across students rather than the behavior of one student in particular.

5	4	3	2	1	NA
Professional	Proficient	Adequate	Emerging	Minimal	not applicable /observed
(independent worker, minimal supervision needed)	(excellent skills, occasional supervision needed)	(good/average skills, regular supervision needed)	(skills needed improvement, required more supervision than expected in this area)	(little/no skill, needed training and supervision)	

1. Professional Competence (knowledge of a school psychologist's
   duties and responsibilities). (2.6, 2.10)

	5	4	3	2	1	NA
Knowledge of federal/state regulations	5	4	3	2	1	NA
Knowledge of case management procedures	5	4	3	2	1	NA

2. Adherence to ethical guidelines for service provision

	5	4	3	2	1	NA
Knowledge of ethical principles/guidelines	5	4	3	2	1	NA
Ethical performance of duties	5	4	3	2	1	NA

3. Professional conduct

	5	4	3	2	1	NA
General work attitude/enthusiasm	5	4	3	2	1	NA
General productivity	5	4	3	2	1	NA
Attendance	5	4	3	2	1	NA
Punctuality (arrival to and departure from work)	5	4	3	2	1	NA
Punctuality (completion of assignments)	5	4	3	2	1	NA
Level of independence relative to completion of assignments	5	4	3	2	1	NA
Presents positive public image	5	4	3	2	1	NA

4. Ability to work well with and respect opinions of other professionals (2.2)

	5	4	3	2	1	NA
Interpersonal communication skills	5	4	3	2	1	NA
Cooperative decision-making skills	5	4	3	2	1	NA
Willingness to accept and act on constructive feedback	5	4	3	2	1	NA

5. Consultation (2.2)

	5	4	3	2	1	NA
Knowledge of consultation models and methods	5	4	3	2	1	NA
Effective interviewing skills	5	4	3	2	1	NA
Effectiveness of consultation/conferencing with parents	5	4	3	2	1	NA

Effectiveness of consultation/conferencing with students	5	4	3	2	1	NA
Effectiveness of consultation/conferencing with teachers	5	4	3	2	1	NA

6. Ability to work well with diverse populations (2.5)

Knowledge relative to impacts of cultural/ethnic differences	5	4	3	2	1	NA
Respect for individual differences	5	4	3	2	1	NA
Appropriate selection of materials and strategies in recognition of individual differences	5	4	3	2	1	NA

7. Good knowledge of intervention design and implementation (2.1, 2.3, 2.7)

Appropriate data collection	5	4	3	2	1	NA
Appropriate intervention design	5	4	3	2	1	NA
Design practicality	5	4	3	2	1	NA
Empirically supported procedures used	5	4	3	2	1	NA
Effective implementation	5	4	3	2	1	NA
Appropriate follow-up evaluation/revision	5	4	3	2	1	NA
Positive impact demonstrated	5	4	3	2	1	NA

8. Test knowledge (administration, scoring, interpretation of instruments and technologies typically used by school psychologists) (2.4, 2.11)

Cognitive Tests	5	4	3	2	1	NA
Social/Emotional/Behavioral Instruments	5	4	3	2	1	NA
Educational Assessments	5	4	3	2	1	NA
Written Communication skills (report writing)	5	4	3	2	1	NA

9. Counseling (2.7)

Knowledge of counseling models and methods	5	4	3	2	1	NA
Effectiveness as an individual counselor	5	4	3	2	1	NA
Effectiveness as group counselor	5	4	3	2	1	NA

10. Other

Crisis management (2.7)	5	4	3	2	1	NA
Provision of in-service trainings (2.8, 2.11)	5	4	3	2	1	NA
Program planning/evaluation (2.9)	5	4	3	2	1	NA
Professional Development	5	4	3	2	1	NA

Comments:

EMPLOYER SURVEY RESULTS

ULM CUMULATIVE EVALUATION OF PROGRAM STUDENTS (WHERE 2 OR MORE HAVE BEEN SUPERVISED)

RESPONDENT: ___**4 sites surveyed**_____   TITLE: _____

DATE: _____**February 2006**_____

Rate the students' abilities/performances relative to their placement in your setting by circling the appropriate number for each statement, according to the competency scale indicated. Please focus on performance across students rather than the behavior of one student in particular.

5	4	3	2	1	NA
Professional	Proficient	Adequate	Emerging	Minimal	not applicable /observed
(independent worker, minimal supervision needed)	(excellent skills, occasional supervision needed)	(good/average skills, regular supervision needed)	(skills needed improvement, required more supervision than expected in this area)	(little/no skill, needed training and supervision)	

1. Professional Competence (knowledge of a school psychologist's duties and responsibilities). (2.6, 2.10)   **Response #**   **Average**

	5	4	3	2	1	NA	Average
Knowledge of federal/state regulations	5(1)	4(3)	3	2	1	NA	**4.25**
Knowledge of case management procedures	5(1)	4(1)	3(2)	2	1	NA	**3.75**

2. Adherence to ethical guidelines for service provision

	5	4	3	2	1	NA	Average
Knowledge of ethical principles/guidelines	5(2)	4(2)	3	2	1	NA	**4.5**
Ethical performance of duties	5(2)	4(2)	3	2	1	NA	**4.5**

3. Professional conduct

	5	4	3	2	1	NA	Average
General work attitude/enthusiasm	5(3)	4(1)	3	2	1	NA	**4.75**
General productivity	5(2)	4(2)	3	2	1	NA	**4.5**
Attendance	5(3)	4(1)	3	2	1	NA	**4.75**
Punctuality (arrival to and departure from work)	5(3)	4(1)	3	2	1	NA	**4.75**
Punctuality (completion of assignments)	5(3)	4(1)	3	2	1	NA	**4.75**
Level of independence relative to completion of assignments	5	4(3)	3(1)	2	1	NA	**3.75**
Presents positive public image	5(3)	4(1)	3	2	1	NA	**4.75**

4. Ability to work well with and respect opinions of other professionals (2.2)

	5	4	3	2	1	NA	Average
Interpersonal communication skills	5(2)	4(2)	3	2	1	NA	**4.5**
Cooperative decision-making skills	5(2)	4(2)	3	2	1	NA	**4.5**
Willingness to accept and act on constructive feedback	5(3)	4(1)	3	2	1	NA	**4.75**

5. Consultation (2.2)

	5	4	3	2	1	NA	Average
Knowledge of consultation models and methods	5(1)	4(2)	3(1)	2	1	NA	**4**
Effective interviewing skills	5(1)	4(2)	3(1)	2	1	NA	**4**
Effectiveness of consultation/conferencing with parents	5(1)	4(2)	3(1)	2	1	NA	**4**

Effectiveness of consultation/conferencing with students	5(2)	4(2)	3	2	1	NA	**4.5**
Effectiveness of consultation/conferencing with teachers	5(2)	4(2)	3	2	1	NA	**4.5**

6. Ability to work well with diverse populations (2.5)

Knowledge relative to impacts of cultural/ethnic differences	5(2)	4(2)	3	2	1	NA	**4.5**
Respect for individual differences	5(3)	4(1)	3	2	1	NA	**4.75**
Appropriate selection of materials and strategies in recognition of individual differences	5	4(3)	3(1)	2	1	NA	**3.75**

7. Good knowledge of intervention design and implementation (2.1, 2.3, 2.7)

Appropriate data collection	5(1)	4(2)	3(1)	2	1	NA	**4**
Appropriate intervention design	5(1)	4(1)	3(2)	2	1	NA	**3.75**
Design practicality	5(1)	4(2)	3(1)	2	1	NA	**4**
Empirically supported procedures used, knowledge and evaluation of information sources	5(1)	4(1)	3(2)	2	1	NA	**3.75**
Effective implementation	5	4(3)	3(1)	2	1	NA	**3.75**
Appropriate follow-up evaluation/revision	5(2)	4	3(2)	2	1	NA	**4**
Positive impact demonstrated	5(2)	4(1)	3(1)	2	1	NA	**4.25**

8. Test knowledge (administration, scoring, interpretation of instruments and technologies typically used by school psychologists) (2.4, 2.11)

Cognitive Tests	5(2)	4(2)	3	2	1	NA	**4.5**
Social/Emotional/Behavioral Instruments	5	4(3)	3(1)	2	1	NA	**3.75**
Educational Assessments	5	4(3)	3(1)	2	1	NA	**3.75**
Written Communication skills (report writing)	5	4(1)	3(3)	2	1	NA	**3.25**

9. Counseling (2.7)

Knowledge of counseling models and methods	5	4(1)	3(3)	2	1	NA	**3.25**
Effectiveness as an individual counselor	5	4(2)	3(2)	2	1	NA	**3.5**
Effectiveness as group counselor	5	4(1)	3(3)	2	1	NA	**3.25**

10. Other

Crisis management (2.7)	5	4(2)	3(2)	2	1	NA	**3.5**
Provision of in-service trainings (2.8, 2.11)	5	4(2)	3(2)	2	1	NA	**3.5**
Program planning/evaluation (2.9)	5	4(2)	3(2)	2	1	NA	**3.5**
Professional Development	5	4(2)	3(2)	2	1	NA	**3.5**

Comments: NONE

The University of Louisiana at Monroe
Specialist in School Psychology Program
Alumni Survey

Please help us to evaluate the Master of Science/Specialist in School Psychology program at the University of Louisiana at Monroe by responding to the following questions/statements.

Date: _____

Name:_____

Address:_____

City, State, Zip Code: _____

Phone Number(s): _____

Email address: _____

Graduation Date with the SSP: _____
Additional Degree(s)/Date(s): _____
Certifications (check all that apply):   ___ State   ___ NCSP   ___ LPC
                                                          ___ Licensure (State(s) _____
Present Employment Title: _____
Present Employment Location: _____
Present Employment Type: ___ Public School   ___ Clinical setting   ___ University   ___ other
Professional Memberships: ___ State Association ___ Regional Association   ___ NASP   ___ APA
        ___ other (list) _____

Professional Development:

     Indicate the types of professional development activities that you have engaged in during the past 5 years. Check all that apply, and estimate the number of instances of each activity during the most recent 5-year period. When possible, list topics covered in these sessions.

___ attended locally sponsored workshop.
     # ____ Topics: _____
___ attended regional or state-sponsored workshop.
     # ____ Topics: _____
___ presented to a local group (teachers, parents, other).
     # ____ Topics: _____
___ presented at a state or regional professional organization.
     # ____ Topics: _____
___ presented at a national professional organization.
     # ____ Topics: _____
___ published an article/chapter in a professional journal or book.
     # ____ Topics: _____

Feedback on School Psychology Program

Please rate the degree to which the program prepared you in the areas indicated below using the following five-point scale.

5	4	3	2	1
Prepared Me Very Well	Prepared Me Well	Prepared Me Adequately	Prepared Me Minimally	Prepared Me Poorly

____ Human development

____ Human learning

____ Biological bases of behavior

____ Multicultural and individual differences

____ Diagnostic assessment

____ Psychoeducational assessment

____ Educational assessment

____ Direct behavioral interventions to address academic and social behavior issues

____ Individual counseling of school-age students

____ Group counseling of school-age students

____ Case- and consultee-centered consultation

____ Team-based support systems

____ Systems-level consultation

____ Conducting applied research or program evaluation

____ Knowledge of, and competencies in, research-based methods of practice

____ Understanding of the conceptual and research literature underlying research-based practices

____ Knowledge of historical developments in school psychology

____ Knowledge of traditional and emerging roles and functions in school psychology

____ Knowledge of ethical and legal guidelines pertaining to the practice of school psychology

____ Data-Based Decision Making and Accountability

____ Consultation and Collaboration

____ Effective Instruction and Development of Cognitive/Academic Skills

____ Socialization and Development of Life Skills

____ Student Diversity in Development and Learning

____ School and Systems Organization, Policy Development, and Climate

____ Prevention, Crisis Intervention, and Mental Health

____ Home/School/Community Collaboration

____ Research and Program Evaluation

____ School Psychology Practice and Development

____ Information Technology

____ **Overall evaluation**, in regard to the Program's preparing you as a professional school psychologist.

Comments: _____

_____

_____

<div align="center">

The University of Louisiana at Monroe

Specialist in School Psychology Program

Alumni Survey Results

</div>

Please help us to evaluate the Master of Science/Specialist in School Psychology program at the University of Louisiana at Monroe by responding to the following questions/statements.

Date: _____11 respondents for front of sheet (page 1); 10 respondents for back (page 2)_____

Name:_____

Address:_____

City, State, Zip Code: _____

Phone Number(s): _____

Email address: _____

Graduation Date with the SSP: _2002 -2006_____

Additional Degree(s)/Date(s): _____

Certifications (check all that apply):   _**11**_ State   _**8**_ NCSP   ___ LPC

                              ___ Licensure (State(s) _____

Present Employment Title: ___School Psychologist_____

Present Employment Location: _____

Present Employment Type: _**11**_ Public School   ___ Clinical setting _**1**_ University   ___ other

Professional Memberships: _**7**_ State Association ___ Regional Association   _**4**_ NASP   ___ APA

      ___ other (list) _____

Professional Development:

      Indicate the types of professional development activities that you have engaged in during the past 5 years. Check all that apply, and estimate the number of instances of each activity during the most recent 5-year period. When possible, list topics covered in these sessions.

___ attended locally sponsored workshop.

    # ____ Topics: ___**Total = 55; Average = 5**_____

___ attended regional or state-sponsored workshop.

    # ____ Topics: ___**Total = 61; Average = 5.6**_____

___ presented to a local group (teachers, parents, other).

    # ____ Topics: ____**Total = 30; Average = 2.8**_____

___ presented at a state or regional professional organization.

    # ____ Topics: ____**Total = 7; Average = 0.64**_____

___ presented at a national professional organization.

    # ____ Topics: _____**0**_____

___ published an article/chapter in a professional journal or book.

    # ____ Topics: ____**Total = 1**_____

Feedback on School Psychology Program

Please rate the degree to which the program prepared you in the areas indicated below using the following five-point scale.

5	4	3	2	1
Prepared Me Very Well	Prepared Me Well	Prepared Me Adequately	Prepared Me Minimally	Prepared Me Poorly

(Average Scores indicated for respondents)

4.4 Human development

4.4 Human learning

3.3 Biological bases of behavior

4.1 Multicultural and individual differences

4.4 Diagnostic assessment

4.4 Psychoeducational assessment

4.0 Educational assessment

3.4 Direct behavioral interventions to address academic and social behavior issues

2.8 Individual counseling of school-age students

2.1 Group counseling of school-age students

3.8 Case- and consultee-centered consultation

3.7 Team-based support systems

3.8 Systems-level consultation

4.1 Conducting applied research or program evaluation

4.4 Knowledge of, and competencies in, research-based methods of practice

4.6 Understanding of the conceptual and research literature underlying research-based practices

4.8 Knowledge of historical developments in school psychology

4.6 Knowledge of traditional and emerging roles and functions in school psychology

5.0 Knowledge of ethical and legal guidelines pertaining to the practice of school psychology

4.1 Data-Based Decision Making and Accountability

4.2 Consultation and Collaboration

3.9 Effective Instruction and Development of Cognitive/Academic Skills

3.7 Socialization and Development of Life Skills

4.0 Student Diversity in Development and Learning

3.7 School and Systems Organization, Policy Development, and Climate

3.8 Prevention, Crisis Intervention, and Mental Health

3.7 Home/School/Community Collaboration

4.2 Research and Program Evaluation

4.8 School Psychology Practice and Development

4.0 Information Technology

4.4 **Overall evaluation**, in regard to the Program's preparing you as a professional school psychologist.

Comments: **Counseling – 3 respondents; Non-verbal Assessment Techniques – 2 respondents**

_____

_____

Comparison of Data Scores Across Evaluations
(Where multiple scores contribute to a domain, the average score is reflected.)

2.1 – Data-based decisions permeate practice
    Alumni Survey – 4.2
    Employer Survey – 4
2.2 – Students collaborate effectively with others
    Alumni Survey – 4.2
    Employer Survey – 4
2.3 – Students collaboratively develop cognitive and academic goals for students, implement and
    evaluate interventions.
    Alumni Survey – 3.7
    Employer Survey – 4.5
2.4 – Development, implementation, and evaluation of appropriate social goals for students.
    Alumni Survey – 3.7
    Employer Survey – 3.75
2.5 – Sensitivity to diversity in practice
    Alumni Survey – 4.0
    Employer Survey – 4.5
2.6 – Knowledge of policies and ability to work with individuals and groups to facilitate policies
    and effective learning environments for students
    Alumni Survey – 4.5
    Employer Survey – 4
2.7 – Contribute to prevention and intervention activities that promote student well being
    Alumni Survey – 3.1
    Employer Survey – 3.75
2.8 – Work effectively with families, educators, and others
    Alumni Survey – 3.7
    Employer Survey – 3.5
2.10 – Practice in ways that are consistent with appropriate standards, have knowledge and skills
    to engage in professional development
    Alumni Survey – 4.8
    Employer Survey – 4
2.11 – Knowledge and use of data sources and information technology
    Alumni Survey – 4.2
    Employer Survey – 3.75

Assessment 8 Narrative

The thesis is a data-based project that evaluates students' ability to plan, implement, evaluate, and report empirical research. Thesis completion reflects both formative and summative evaluation of student research and writing skills. Thesis topics vary widely and result from collaboration between students and faculty advisors. Frequently, students present thesis results at professional conferences and submit results for publication. The thesis is typically completed by students during the 2nd year of program participation.

Most students require at least 2 semesters for thesis completion. Because the thesis must be completed prior to graduation with the master's degree and before the beginning of internship activities, this activity represents the most significant delaying factor regarding program completion. Most program graduates consistently rate the thesis as an activity that contributes minimally to their post-graduation work experiences; however, a minority number of students extol the benefits gained through their thesis research activities in terms of program assessment and data analyses contributions in their work settings. Although discussion has ensued regarding the elimination of the thesis requirement for school psychology students, consensus regarding this issue has yet to be reached.

The knowledge and skills gained through the thesis experience address NASP practice domains 2.9 (Evaluate and understand research design and statistics sufficiently well to conduct investigations) and 2.11 (access, evaluate, and utilize information sources and technology). Because completion of the thesis is a requirement that all students must satisfy prior to graduation with the master's degree, data collected regarding student completion of theses for the past three years reflect at least minimal acceptance of results for all students. It should be noted that the overall thesis evaluations for a majority (8 of 13) of students fell within the Acceptable range.

Psychology 599 - Thesis Rubric (2.9, 2.11)

Student: _____   **Major Advisor:** _____   **Completed:**   F   S   20____

Activity Type	Required Components and Activities	4 points – Minimal Acceptance	5 points – Acceptance	Score
Problem Identification: Data Collection and Review	Exploration of literature for development of thesis topic based on interest, need, uniqueness of research ideas, and viability of ideas.	Student requires substantial guidance relative to exploration of available research.	Student demonstrates independence relative to exploration of available research.	
	Narrowing of research topic based on review and synthesis of related literature.	Student requires substantial assistance in synthesizing literature and narrowing research topic.	Student demonstrates independence relative to synthesis of literature and refinement of research topic.	
Data Collection, Review, and Synthesis	Development of the literature review to support rationale for the research study.	Student requires multiple drafts to develop acceptable literature review to support research rationale. Corrected error patterns are repeated.	Student requires few drafts to develop acceptable literature review to support research rationale. Once corrected, error patterns are not repeated.	
Research Planning	Clearly defined purpose for the study delineated and identification of hypotheses (if appropriate)	Student requires considerable assistance in development of purpose for study based on reviewed literature.	Student requires little or no assistance in development of purpose for study based on reviewed literature.	
	Study methodology outlined. Subjects, instrument(s), and procedures adhere to guidelines for the appropriate conduct of research with the population indicated.	Student requires multiple drafts to develop acceptable methodology. Knowledge of research design evident but application of knowledge is limited.	Student requires few drafts to develop acceptable methodology. Knowledge and application of research design evident.	
	Plan for data analysis appropriate to evaluation of the purpose (and hypotheses if indicated) of the study.	Statistical knowledge is evident, but student requires much assistance to match design to proposed analyses.	Student evidences statistical knowledge and application skills.	
Ethics	Student (and faculty associated with the proposed study) have completed the university required online training regarding ethical conduct for research.	Student experiences difficulty in completing online research training module. Multiple review and retake sessions are warranted.	Student readily completes online research training module.	
Research Implementation	Thesis proposal draft submitted to faculty committee members deemed appropriate for scheduling of proposal meeting.	Thesis proposal draft requires substantial revision prior to scheduling the proposal committee meeting.	Thesis proposal draft requires minimal revision prior to scheduling the proposal committee meeting.	
	Successful proposal of the thesis to faculty committee members and other appropriate individuals.	Student clearly presents thesis proposal but experiences difficulty responding to questions and suggestions for revision.	Student clearly presents thesis proposal and appropriately responds to questions and suggestions for revision.	
	University Human Subjects Review Committee grants permission to conduct the study.	Student initially fails to submit all required information. Study is subsequently accepted.	Study is accepted as submitted. Student includes all required documents in initial submission.	

Activity Type	Required Components and Activities	4 points – Minimal Acceptance	5 points – Acceptance	Score
Research Implementation cont.	Student carries out the study.	Student carries out the study, but requires assistance and encouragement.	Student independently carries out the study in an effective and timely manner.	
Data Analyses and Report of Findings	Study data are analyzed using appropriate statistical methods and tools.	Student requires substantial assistance in completing data analyses. Appropriate statistical methods and tools used.	Student independently completes data analyses using appropriate statistical methods and tools (including computer-based processes if appropriate).	
	Reporting of results provides accurate depiction of findings based on statistical analyses.	Student requires substantial assistance in reporting findings of data analyses.	Student independently and accurately reports findings of data analyses.	
	Discussion and conclusions drawn accurately reflect and extend data-based findings.	Student requires substantial assistance in accurately drawing conclusions based on obtained evidence.	Student independently and accurately draws conclusions based on evidence obtained during the study.	
Style and Finishing	Thesis adheres to APA and graduate school style relative to organization, production, and formatting.	Student displays acceptable knowledge of style and formatting guidelines. Adherence is inconsistent.	Student displays acceptable knowledge of and adherence to style and formatting guidelines.	
Dissemination of Results	Completed thesis draft submitted to faculty committee members deemed appropriate for scheduling of defense meeting.	Thesis defense draft requires substantial revision prior to scheduling the defense committee meeting.	Thesis defense draft requires minimal revision prior to scheduling the defense committee meeting.	
	Successful defense of the thesis to faculty committee members and other appropriate individuals.	Student clearly defends thesis results but experiences difficulty responding to questions and suggestions for revision.	Student clearly defends thesis results and appropriately responds to questions and suggestions for revision.	
	Timely submission of thesis to graduate school for review.	Thesis submitted to graduate school based on less than 1 week extension.	Thesis submitted to graduate school prior to published deadline.	
	Thesis deemed acceptable by graduate school.	Thesis deemed acceptable by graduate school with moderate revisions.	Thesis deemed acceptable by graduate school with minimal or no revisions.	
	External Dissemination of Thesis Results	Thesis submitted for in-house or external student competition.	Thesis submitted for publication or presentation at professional conference.	

Total Points Earned _____

Final Evaluation of Thesis Performance Level   _____Minimal Acceptance (80 – 90 points) _____Acceptance (91 – 100 points)

Psychology 599 - Thesis Rubric (2.9, 2.11) – Summary of Results

<div align="right">AVERAGE SCORES EARNED</div>

Activity Type	Required Components and Activities	2004 (N = 4)	2005 (N = 5)	2006 (N = 4)
Problem Identification: Data Collection and Review	Exploration of literature for development of thesis topic based on interest, need, uniqueness of research ideas, and viability of ideas.	4.5	4.8	4.75
	Narrowing of research topic based on review and synthesis of related literature.	4.5	4.8	4.75
Data Collection, Review, and Synthesis	Development of the literature review to support rationale for the research study.	4.25	4.4	4.5
Research Planning	Clearly defined purpose for the study delineated and identification of hypotheses (if appropriate)	4.75	4.8	4.75
	Study methodology outlined. Subjects, instrument(s), and procedures adhere to guidelines for the appropriate conduct of research with the population indicated.	5	5	5
	Plan for data analysis appropriate to evaluation of the purpose (and hypotheses if indicated) of the study.	4.5	4.6	4.25
Ethics	Student (and faculty associated with the proposed study) have completed the university required online training regarding ethical conduct for research.			
Research Implementation	Thesis proposal draft submitted to faculty committee members deemed appropriate for scheduling of proposal meeting.	4.5	4.8	4.75
	Successful proposal of the thesis to faculty committee members and other appropriate individuals.	5	5	5
	University Human Subjects Review Committee grants permission to conduct the study.	5	5	5
	Student carries out the study.	4.75	4.8	4.75
Data Analyses and Report of Findings	Study data are analyzed using appropriate statistical methods and tools.	4.25	4.6	4.5
	Reporting of results provides accurate depiction of findings based on statistical analyses.	4.25	4.6	4.5
	Discussion and conclusions drawn accurately reflect and extend data-based findings.	4.25	4.6	4.75
Style and Finishing	Thesis adheres to APA and graduate school style relative to organization, production, and formatting.	4.5	4.6	4.75
Dissemination of Results	Completed thesis draft submitted to faculty committee members deemed appropriate for scheduling of defense meeting.	4.75	4.8	4.75
	Successful defense of the thesis to faculty committee members and other appropriate individuals.	5	5	5
	Timely submission of thesis to graduate school for review.	4.25	5	4.5
	Thesis deemed acceptable by graduate school.	4.75	4.8	4.75
	External Dissemination of Thesis Results	4.5	4.4	4.75
	Total Points Earned			
	Final Evaluation of Thesis Performance Level **4=Minimal Acceptance 5=Acceptance**	_3_ MA _1_ A	_2_ MA _3_ A	_3_ MA _1_ A

I.   Course description

Psychology 534 (3 Cr.) is a graduate-level course concerning the principles of learning in humans and animals. Emphasis will be placed on the definition of learning, essential features of the major theories of learning, and the relationship of learning theories and educational practices.

II.   Rationale

The ULM Interactive Learning Model to Prepare Learning Facilitators provides the framework supporting the College of Education professional programs. This Psychology 534 integrative studies course builds on the foundation laid in Psychology 201 (Introductory), Psychology 315 (Learning), and Psychology 325 (Human Learning and Cognition).

III.   Course Objectives and Outcomes

The course is designed to assist students in forming an understanding of what constitutes Learning. By the end of the semester, students will have:

A.   learned at least one definition of learning that fits general professional understanding of the term.
B.   learned the basic components of the modal models of human and animal learning.
C.   gained perspective on the ways to apply learning theory with consideration of the diversity which exists in society-at-large.

IV.   Course Topics

A. Basic Learning Principles
B. Applications to Society
C. Behavior Control
D. Language and Culture

V.   Instructional Methods and Classroom Activities

Student presentations, lectures, text, online activities, films and examples from the professor's and student's experiences will be employed.

VI.   Evaluation and Grade Assignment

A.   Method of performance evaluation:
   1.   4 Tests of equal weight (everything is figured as 'percents'). One test is dropped, <u>if you miss a test it is the one dropped</u>.
   2.   2 presentations of material, each worth half as much as a test
   3.   Final exam, comprehensive, counts twice as much as a test. No early or late finals. Those not taking the final will have to make up an 'I' when we get back in the spring.
   4.   Quizzes for each chapter – 10 points each, <u>Quiz average equal to a test</u>. No make-ups, missed quizzes are dropped
   5.   Harry summary – Another 10 point quiz grade
   7.   Class and Blackboard participation – Discussion board posts will be considered similar to class discussion, a total of 5% of your grade.
   8.   Midterm grades will be assigned.

B.   Grading scale:
    90-100 = A
    80-89 = B
    70-79 = C
    60-69 = D
    below 60 = F

VII.   Course Schedule

Aug   21 – syllabus – Access Blackboard
        23 – Quiz on Ch. 1, Lecture on Ch. 1
        28– Ch. 6 - Instrumental
        30 – Ch. 6
Sep   4 – *Labor Day*
        6 - Harry Video
        11 - Ch. 7 – Reinforcement and Behavior
             Control
        13 – Ch. 7
        18 – **Test 1 (Ch. 1, 6, 7)**
        20 – Ch. 8 - Punishment
        25 – more punishment
        27 – Groups A & B - Ch. 10 - Applications
Oct   2 - Group C - Ch. 10 - Applications
        4 – Ch. 4 - Contemporary Conditioning
        9 – Ch. 4
        11 – Review
        16 – **Test 2 (Ch. 8, 10, 4)**

        18 – BNW (no reading)
        23 - **Test 3 - BNW quiz**
        25 – Group assignment
        30 – Group presentations A & B
Nov   1 – Group presentation C (Ch. 11)

        8 – Ch. 2 – Biological Bases of Learning
        13 – Ch. 3 - Reflexes
        15 - Ch. 3 - Reflexes
        20 – local programming
        22 – **Turkey killing day starts at noon**
        27 - Review
Dec   29 - **Test 4 (presentations on Ch. 11, Ch. 2, 3)**

Final Exam – ?

(Schedule subject to change)

VIII.   Textbook

Learning and Behavior, L.M. Barker

IX.   Bibliography

The knowledge bases that support course content and procedures include:
Current References:

Blaisdell, Aaron P. Proteus caught in a (neural) net. Animal learning and cognition: A neural network approach. Journal of Mathematical Psychology, Vol 47(2), Apr 2003. pp. 229-232

Church, Russell M. Animal learning. Handbook of psychology: Research methods in psychology. Schinka, John A. (Ed); Velicer, Wayne F. (Ed); 2003., Vol. 2. New York, NY, US: John Wiley & Sons, Inc. pp. 271-287

Dickinson, Anthony. Associative learning and representation: Introduction. Quarterly Journal of Experimental Psychology: Comparative & Physiological Psychology, Vol 56B(1), Jan 2003. pp. 3-6

Domjan, Michael; Krause, Mark A. Research productivity in animal learning from 1953 to 2000.; Animal Learning & Behavior, Vol 30(3), Aug 2002. pp. 282-285.

O'Reilly, Randall C.; Norman, Kenneth A. Hippocampal and neocortical contributions to memory: Advances in the complementary learning systems framework.; Trends in Cognitive Sciences, Vol 6(12), Dec 2002. pp. 505-510.

Classic References:

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Baddeley. A. (1998). Working Memory. Needham Heights: Allyn and Bacon.

Capaldi, E. D., & Meyers, D. E. (1982). Taste preferences as a function of food deprivation during original taste exposure. Animal Learning and Behavior, 10, 211-219.

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Hull, Clark L. (1935). The conflicting psychologies of learning -- A way out. *Psychological Review*, *42*, 491-516.

Hollingworth, Leta S. (1916). Social devices for impelling women to bear and rear children. *American Journal of Sociology*, *22*, 19-29. [Argues that social control is more important that "maternal instinct" in leading women to motherhood.]

MacDonald, S. E. (1994). Gorillas' (Gorilla gorilla gorilla) spatial memory in a foraging task. Journal of Comparative Psychololgy, 1-8, 107-113.

Pavlov, Ivan P. (1927). *Conditioned reflexes: An investigation of the physiological activity of the cerebral cortex* (G. V. Anrep, Trans.). (Original work published 1927)

Premack, A.J., & Premack, D. (1972). Teaching Language to an Ape. *Scientific American,* 227, 92-99.

Skinner, B. F. (1935). Two types of conditioned reflex and a pseudo type. *Journal of General Psychology*, *12*, 66-77. [Major statement of operant behaviorism.]

Skinner, B. F. (1937). Two types of conditioned reflex: A reply to Konorski and Miller. *Journal of General Psychology*, *16*, 272-279. [Reply to major critique of Skinner (1935).]

Skinner, B. F. (1948). 'Superstition' in the pigeon. *Journal of Experimental Psychology*, *38*, 168-172. [A classic in learning theory.]

Skinner, B. F. (1950). Are theories of learning necessary? *Psychological Review*, *57*, 193-216.

Thorndike, Edward L. & Woodworth, Robert S. (1901a). The influence of improvement in one mental function upon the efficiency of other functions (I). *Psychological Review*, *8*, 247-261. [Classic study in the transfer of training from one task to another.]

Thorndike, Edward L. & Woodworth, Robert S. (1901b). The influence of improvement in one mental function upon the efficiency of other functions: II. The estimation of magnitudes. *Psychological Review*, *8*, 384-395. [Classic study in the transfer of training from one task to another.]

Thorndike, Edward L. & Woodworth, Robert S. (1901c). The influence of improvement in one mental function upon the efficiency of other functions: III. Functions involving attention, observation, and discrimination. *Psychological Review*, *8*, 553-564. [Classic study in the transfer of training from one task to another.]

Thorndike, Edward L. (1910). The contribution of psychology to education. *Journal of Educational Psychology*, *1*, 5-12. [Early contribution to educational psychology.]

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Watson, John B. & Rayner, Rosalie. (1920). Conditioned emotional reactions. *Journal of Experimental Psychology*, *3*, 1-14. [The famous "Little Albert" study.]

Watson, John B. & MacDougall,[1] William. (1929). The battle of behaviorism: An exposition and an exposure. [A debate between the leading behaviorist and the leading instinct theorist of the early 20th century.]

Key Professional Journals
Journal of Experimental Psychology: General
Journal of Experimental Psychology: Human Learning and Memory
Journal of Experimental Psychology: Human Perception and Performance
Cognition

Classroom Evacuation Procedures

Instructors should:

1. Determine most convenient evacuation route and any alternates (other than elevators) for everyone in that classroom when an alarm is sounded

2. Identify students or personnel with disabilities who may require assistance in making an evacuation

3. Determine and note locations of fire extinguishers in the immediate and adjacent areas

4. Make certain that each person is aware that in case of any fire everyone evacuates the building until an all clear is given

5. Determine an assembly point outside the building and assure that everyone knows where to assemble away from firefighting equipment

6. Assign aides to assist any/all disabled who need assistance

7. Report anyone unaccounted for to the firefighter in charge of the operation

8. No one should attempt to put out a fire unless that individual feels that the fire can be contained. In all other cases, professional firefighters must take the responsibility for extinguishing the fire.

9. Although it is extremely important that anyone who discovers a fire turn in the alarm, it is imperative that no individual be jeopardized by not getting out of harm's way as quickly as possible.

10. All alarms must be reported directly to the **ULM Police Department** by dialing 1-911 and giving all pertinent information to the operator.

11. As previously noted, these are minimal requirements and any additional steps which lend to the successful evacuation of all individuals should be included by the person in charge.

12. In the event of high wind, tornado or other weather emergency, the procedure for evacuation should be abandoned and everyone should assemble near the center of the building away from windows and glass enclosed areas on the first floor.

13. **After the crisis, everyone who is not injured, should assist in the care of those who are incapacitated until help arrives.**

ASSISTANCE TO PHYSICALLY DISABLED

To reduce the risk of personal injury, attempts to carry immobilized persons are to be discouraged; however, when absolutely necessary, at least two people may have to pick the individual up bodily to be carried down the stairs. Wherever stairs are a part of the evacuation route, the following procedures are to be applied:

BLIND BUT MOBILE PERSONS should first be moved out of the rush of traffic and then promptly assisted to the nearest exit.

DEAF BUT MOBILE PERSONS may be unaware of the need to evacuate and should be calmly advised and assisted if necessary.

TEMPORARILY IMMOBILIZED PERSONS include people wearing casts and/or using canes or crutches. The assistance given such individuals must be based solely upon their ability to maneuver through doorways and up and down stairs.

PERMANENTLY IMMOBILIZED PERSONS are those individuals who have either limited or no use of their legs and must rely on crutches, wheelchairs or walkers for transport in buildings.

COUNSELING 510
METHODS OF COUNSELING

I. Course Description

Methods of Counseling. 3 credit hours. This course is designed to teach basic counseling methods and to enable the student to apply the counseling methods through participation in simulated and real counseling experiences. Prerequisites: COUNSELING 435, COUNSELING 505 or concurrent enrollment.

II. Rationale

This course provides students with the opportunity to build the basic skills necessary to develop a working relationship with future clients. The client/counselor relationship is clarified so the student is able to enter a counseling relationship with the specific skills, competencies, and concepts necessary to initiate counseling relationship. This course provides fundamental skills that the student may build upon utilizing information from other courses and professional activities.

III. Course Objectives and Outcomes

Objectives This course is designed to enable scholar-practitioners to:	Conceptual Framework KSD	Assessment Strategies (VIII below)	LCET Standards	Core Standards CACREP	NCATE Standards	Mastery Level (I = Initial, M = Mastery, Ma = Maintenance)
identify attending and communication microskills	K1, S2, S5, D2	A2, A4	IV.B.2	K3c	1.3	Ma
identify the core elements (respect, genuineness, empathy) of the helping relationship as the foundation of the helping process when working with individuals or families	K5, D5, S5	A2,A3, A4	III.C.1	K1b, K3c	1.3, 1.4, 1.6	M, M, M
describe and demonstrate the methods for developing the counseling relationship including the role of the client and the counselor in the counseling relationship	K1, K2, D2, D4, S4	A2, A4	III.C.1	K2a-f	1.3, 1.4, 1.6	M, M, M
identify and discuss helping as a process including the impact of counselor and client characteristics on the counseling relationship and process	K1, K2, D3, S3	A2, A3, A4	III.C.1	K1b	1.3, 1.4, 1.6	M, M, M
pro-active implementing of relationship building skills with individuals and families	K1, K2, D3, S3	A1	III.C.1, IV.B.3	K1h	1.4, 1.8	M, M

develop problem clarification and definition skills	K1, K2, D1, S1	A2, A3, A4	III.B.2	K4d	1.3	M
demonstrate and practice problem-solving methods	K1, K2, D1, S1	A1, A2, A3	III.B.2	K1c	1.3	M
demonstrate ability to conduct an intake interview and mental health history	K1, K2, D1, S1, S2	A1	III.B.2, II.C.2	K1c	1.4	M
develop a minimally facilitative counseling relationship based on a quantitative scale	K1, K2, D3, S3	A1, A2	III.B.2	K6b,d	1.2, 1.3, 1.4	M, M, M
develop an awareness of the impact of ethnic and cultural differences on the helping relationship	K2, K5, D5, S3, S5	A1, A2, A3, A4	III.B.2, I.A.3	K5a-g	1.8, 4.4	M, M
develop an understanding of ethical guidelines	K2, K5, D5, S3, S5	A1, A2, A3, A4	III.B.2, IV.B.2	K4i	1.3, 1.4	M, M

IV. Primary Empirical Base

The primary empirical base for this course is a blend of counseling procedures outlines by A. E. Ivey.

V. Resources and Materials
The text(s) for the course:

Ivey, A. E. (1991). *Intentional Interviewing and Counseling*. (2nd ed.). Pacific, CA: Brooks Cole

VI. Course Topics

A.   Attending Behaviors
B.   Questions for Opening Communication
C.   Observational Skills
D.   Encouraging, Paraphrasing and Summarizing: Hearing the Client Accurately
E.   Noting and Reflecting Feelings
F.   Selecting and Structuring Skills to Meet Client Needs: Conducting a Counseling Interview Using Only Listening Skills
G.   Confrontation and Development
H.   Focusing: Tuning in with Clients and Directing Conversation
I.   Eliciting and Reflecting Meaning: Helping Clients Explore Values and Beliefs
J.   Influencing Skills and Strategies: Taking Action for Client Benefit
K.   Skill Integration: Putting It All Together
L.   Determining Personal Style and Theory
M.   Diversity Issues
N.   Ethical Issues in the Counseling Relationship

VII. Instructional Methods and Activities

A. Lecture/Discussion
B. Individual practice with class
C. Video presentations
D. Role playing/simulations
E. Written/Homework assignments
F. Audio taped feedback/written evaluation

VIII. Assessment and Grade Assignment
The methods of evaluation and the criteria for grade assignment are:

A.   Methods:

1.   A <u>minimum</u> of four hour-long audible taped counseling sessions. The final tape will be evaluated according to a quantitative scale. This grade will be **60% of the course grade.**

2.   Participation in classroom activities and completion of a weekly diary of class experiences and personal reactions. These experiences will be written after each class meeting and placed on the instructor's desk at the beginning of the next class period. The grades on these papers will be **15% of the course grade.**

3.   Each student will complete any 15 of the exercises (in sequence) in the <u>Personal Journey</u> workbook and write a one-page description of his/her reaction to each activity. These papers will be turned in the last class of each week. Keep completed activities and all reaction papers together for self-evaluation and as required materials for successive counseling courses. The grades on these papers will be **15% of the course grade.**

4.   There will be a comprehensive final examination. This will be **10% of the course grade.**

B.   Grading Scale

1.   Tapes will be evaluated on the Global Scale as follows:
3.5 - 5.0   = 90 - 100 (A)
2.5 - 3.4   = 80 - 89 (B)
2.0 - 2.4   = 70 - 79 (C)
1.5 - 1.9   = 60 - 69 (D)
1.4 or less   = 0 - 59 (F)

2.   All other work on a scale of:

        90 - 100   = A
        80 - 89   = B
        70 - 79   = C
        60 - 69   = D
        0 - 59 = F

Ratings of counseling sessions.. 60%
Daily Diaries 15%
Class participation and quizzes... 15%
Final exam.. 10%

IX. Bibliography

The knowledge bases that support course content and procedures are these:

A. Contemporary References

Cormier, L. S., & Hackney, H. (1993). *The professional counselor: A process guide to helping*. Boston: Allyn and Bacon.

Cormier, W. H., & Cormier, L. S. (1991). *Interviewing strategies for helpers: Fundamental skills and cognitive behavioral interventions*. Pacific Grove, CA: Brooks/Cole Publishing.

Davenport, D. S., & Yurich, J. M. (1991). Multicultural Gender Issues. *Journal of Counseling and Development, 70*, 64-71.

Egan, G. (1994). *The skilled helper: A problem management approach to helping* (5th ed). Pacific Grove, CA: Brook/Cole Publishing.

Ivey, A. (1995). *Theory and Practice of Counseling and Psychotherapy*. (5th ed.). Pacific Grove, CA: Brooks/Cole Publishers.

Pederson, P. B. (1991). Multiculturalism as a generic approach to counseling. *Journal of Counseling and Development, 70*, 6-12.

B. Classic References

Carkhuff, R. R., & Benson, B. G. (1967). *Beyond Counseling and Therapy*. New York: Holt, Rinehart and Winston.

Erickson, G. D., & Hogan, T. P. (1981). *Family Therapy*. Monterey: Brooks/Cole Publishing.

Gladding, S. T. (1988). *Counseling: A Comprehensive Profession*. Columbus, OH: Merrill Publishing Company.

Hansen, J. C. (1978). *Counseling Process and Procedures*. New York: Macmillan Publishing.

Hokanson, J. E. (1983). *Introduction to the Therapeutic Process*. New York: Addison-Wesley Publishing.

Horne, A. M., & Ohlsen, M. M. (1982). *Family Counseling and Therapy*. Itasca: F. E. Peacock Publishers, Inc.

Patterson, C. H. (1986). *Theories of Counseling*. (4th ed.). New York: Harper Row Publishers.

C. **Key Professional Journals**

Counseling and Values
Educational Psychologist
Educational Researcher
Journal of Counseling and Development
Journal of Educational Psychology
Journal of Educational Research
Phi Delta Kappan
Theory into Practice

X. **Course Schedule and Policies and Procedures** (see attached)

1. Attendance: Candidates are expected to attend and participate in all class meetings and are responsible for any academic information and work missed during their absence.
2. Assignments: All assignments are due on or before the indicated dates.
3. Examinations: All exams will be given on scheduled dates. In the event of emergency absence, the oral make-up will be at the instructor's earliest convenience.
4. Insurance: Students participating in field experience must show proof of professional liability insurance.
5. Class Safety: In case of emergency, follow the safety guidelines as explained at the beginning of the semester.

COUNSELING 510
METHODS OF COUNSELING
Description of Signature Piece

The signature piece for this course is:

Audio Tapes

Students will submit a minimum of four hour-long audible taped and transcribed counseling interviews. The final tape turned in will be formally evaluated and graded using a quantitative scale.

COUNSELING 510
METHODS OF COUNSELING

II.	III. Excellent	IV. Very Good	V. Good	VI. Fair	VII. Needs Improvement	VIII. Totals
IX. Appropriately conveyed empathic understanding of what the client is feeling and doing during the session and conveyed respect for the client	X. 5	XI. 4	XII. 3	XIII. 2	XIV. 1	XV.
XVI. Managed the arrangements for and the therapeutic process in an appropriate professional manner	XVII. 5	XVIII. 4	XIX. 3	XX. 2	XXI. 1	XXII.
XXIII. Utilized own thoughts and feelings toward the client in a professional manner	XXIV. 5	XXV. 4	XXVI. 3	XXVII. 2	XXVIII. 1	XXIX.
XXX. Recognized defensive behavior or parts in the client and in self	XXXI. 5	XXXII. 4	XXXIII. 3	XXXIV. 2	XXXV. 1	XXXVI.
XXXVII. Recognized different frames of mind or parts of self in the client and in yourself	XXXVIII. 5	XXXIX. 4	XL. 3	XLI. 2	XLII. 1	XLIII.
XLIV. Encouraged the client's exploration of his/her experience where appropriate	XLV. 5	XLVI. 4	XLVII. 3	XLVIII. 2	XLIX. 1	L.
LI. Totals	LII.	LIII.	LIV.	LV.	LVI.	LVII.

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COUNSELING/SPECIAL EDUCATION 550
Effective Consultation

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I. Course Description

SPED 550: Effective Consultation. 3 cr. This course is designed to build educators' competencies in providing consultation services to educational administrators, ancillary personnel, teachers, parents, students, and other professionals. The course includes the development of skills suitable for use with two models of consultation: the Expert Services Consultation Model and the Collaborative Consultation Model.

II. Rationale

The ULM Interactive Learning Model to Prepare Learning Facilitators provides the framework supporting the College of Education and Human Development professional programs. This integrative studies course develops new knowledge and skills to supplement, extend, and interact with graduate program experiences in special education and counseling. Content related to the conceptual framework—especially performances related to collaboration—permeate the course and is clearly evident throughout Objectives, Topics, and Evaluation Competencies. The course addresses standards of the Louisiana Components of Effective Teaching (LCET) and Council of Exceptional Children (CEC) standards.

III. Course Objectives, Outcomes, and Standards

Objectives This course is designed to enable candidates to:	Conceptual Framework KSD	Assessment Strategies (VIII below)	LCET Standards	CEC Standards	NCATE/ State Standards	Mastery Level I = Initial; M = Mastery; Ma = Maintenance
1. Demonstrate knowledge of the nature and principles of the consultation process	K5,6 S5,6	1.a., b; 2.1., b, c	VB1-3	1, 9, 10	1.2,5,8; 3.3; 4.1 A.1	I
2. Identify consultative strengths and weaknesses through self-analysis and comparison with guidelines	K4 S4 D4	1.a; 2.a, b, c	IVA	9, 10	1.6; 3.3 A6	I
3. Demonstrate professional communication skills, behaviors, and appearances	S6 D2,6	2.a, b	IVA; VB1,2	1, 9, 10	1.2,5,6,8; 3.3; 4.1 A6	I
4. Model ethical practices in educational, counseling, and general community settings	K6 S6 D4,6	2.a, b	VB1,2	1, 9, 10	1.2,6,8; 4.1 A6	I
5. Develop, plan, and deliver to professionals inservice programs that meet the criteria of the Expert Services Consultation Model	K1,2,3 S1,2,3,6 D1,2,3,6	2.a	VB1,3	1, 4, 9, 10	1.2,5,6; 3.3; 4.1 A.6,7	I
6. Provide consultative services that meet the criteria of the Collaborative Consultation Model	K2,5,6	2.b	VB1-3	1, 9, 10	1.2,5,6; 3.3; 4.1 A6	I
7. Select the appropriate consultation model and develop content and procedures according to consultee needs	K1,5,6 S1,5,6	2.a, b	VB1-3	1, 9, 10	1.2,5,6,8; 4.1 A1-6	I
8. Formulate interventions that will facilitate learning and change behaviors in specific problem areas	K1-6 S1-6 D1-6	2.b, c	IVA; VA1-3	1, 5, 7, 9, 10	1.2,5,8; 4.1 A1,2,3	I

IV. Primary Empirical Base

The primary empirical base for this course is: Benton, D. A. (1992). *Lions don't need to roar: Using the leadership power of professional presence to stand out, fit in, and move ahead.* New York: Time Warner; Conoley, J. C., & Conoley, C. W. (1982). *School Consultation.* New York: Pergamon; Dickson, D. J. & Bradshaw, S. P. (1992) Multiplying effectiveness: Combining consultation with counseling. *The School Counselor, 40,* 118-124; West, J. F., & Cannon, G. S. (1988). Essential collaborative consultation competencies for regular and special educators. *Journal of Learning Disabilities, 28,* 56-63; American School

Counselors Association; National Association of School Psychologists.

V. Resources and Materials

The textbook adopted for this course is: Dougherty, A. M. (2005). *Psychological consultation and collaboration in school and community settings.* (4th ed.). Belmont, CA: Wadsworth. Proof of professional liability insurance is required. Additional resources include: Dettmer, P., Dyck, N., & Thurston, L. P. (1999). *Consultation, collaboration, and teamwork for students with special needs.* (3rd ed.). Boston: Allyn and Bacon.; Friend, M. & Cook, L. (1998). *Interactions: Collaboration skills for school professionals* (3rd ed.). New York: Longman. Molloy, J. T. (1996). *New women's dress for success.* New York: Warner Books; *The Counseling Psychologist; Elementary School Guidance and Counseling; Exceptional Children; Journal of Educational and Psychological Consultation.*

VI. Course Topics

The major topics to be considered are: A. Systematic Approach to Consultation; B. Professionalism; C. Self-Analysis of Consultation Skills; D. The Expert Services Consultation Model; E. The Collaborative Consultation Model; Summary, Critique, and Reevaluation of Self.

VII. Instructional Methods and Activities

Methods and activities for instruction include:
A. Traditional Experiences: 1. Lecture/Discussion; 2. Modeling; 3. Critiques
B. Clinical Experiences: 1. Simulations; 2. Critique of videotapes; 3. Peer Practice Groups; 4. Peer Critique
C. Field-based Experiences: 1. Field Experiences: (10 hrs.); 2. Portfolios.

VIII. Assessment and Grade Assignment

The candidate will maintain an average of 80 % on all work.
A. Methods
  1. Traditional Assessments: a. Knowledge and Application Exams; b. Critiques.
  2. Performance Assessment: a. In-Service Presentation b. Collaborative Consultation c. Class Participation. (Rubric used for 1b, 2a, b, and c.)
B. Grading Scale, 100-94 = A;93-85 = B; 84-70 = C.

IX. Bibliography

A. Contemporary References

Behring, S. R. & Ingraham, E. C. (1998). Culture as a central component of consultation: A call to the field. *Journal of Educational and Psychological Education,* 9, 57-72.

Bramlett, R. K. & Murphy, J. J. (1998). School psychology perspectives on consultation: Key contributions to the field. *Journal of Educational and Psychological Consultation,* 9, 29-55.

Brown, D., Pryzwansky, W. B. & Schulte, A. C. (2001). *Psychological consultation: Introduction to theory and practice* (5th ed.). Boston: Allyn and Bacon.

Dettmer, P., Dyck, N., & Thurston, L. P. (2005). *Consultation, collaboration, and teamwork for students with special needs* (5th ed.). Boston: Allyn and Bacon.

Friend, M., & Cook, L. (2003). *Interactions: Collaboration skills for school professionals* (4th ed.). New York: Longman.

Kelly, M. F. (1996). Collaboration in early childhood education. *Journal of Educational and Psychological Consultation,* 7, 275-282.

Thomas, C. C., Correa, V. I., & Morsink, C. V. (2001). *Interactive teaming: Consultation and collaboration in special programs* (3rd ed.). Englewood Cliffs, NJ: Merrill/Prentice Hall.

Welch, M. & Sheridan, S.M. (1997). *Educational partnerships: Serving students at risk* (2nd ed.). San Antonio, TX: Harcourt Brace.

B. Classic References

Adamson, D. R., Cox, J., Schuller, J. (1989). Collaboration/consultation: Bridging the gap from resource room to regular classroom. *Teacher Education and Special Education,* 12 (1-2), 52-55.

Anderson, S. W. (Ed.) (1992, 1993). *Compact classics,* Vol. I-II. Salt Lake City, UT: Compact Classics.

Benton, D. A. (1992). *Lions don't need to roar: Using the leadership power of professional presence to stand out, fit in, and move ahead.* New York: Time Warner.

Covey, S. R., Merrill, A. R., & Merrill, R. R. (1995). *First things first: To live, to love, to learn, to leave a legacy.* New York: Fireside/Simon & Schuster.

Dickson, D. J., & Bradshaw, S. P. (1992). Multiplying effectiveness: Combining consultation with counseling. *The School Counselor,* 40, 118-125.

Friend, M., & Cook, L. (1990). Collaboration as a predictor for success in school reform. *Journal of Educational and Psychological Consultation,* 1 (1), 33-40.

Johnson, D. W. (1993). *Interpersonal effectiveness and self-actualization.* (5th ed.). Boston: Allyn and Bacon.

McCarthy, M. M., & Sorenson, G. P. (1993). School counselors and consultants: Legal duties and liabilities. *Journal of Counsleing and Development,* 72 (2), 159-167.

Molloy, J. T. (1977). *The woman's dress for success.* New York: Warner Brothers.

Molloy, J. T. (1981). *Live for success.* New York: Bantam.

Molloy, J. T. (1988). *New dress for success.* New York: Warner Brothers.

West, J. F., & Cannon, G. S. (1988). Essential collaborative consultation competencies for regular and special educators. *Journal of Learning Disabilitise,* 28, 56-63.

   C.   **Key Journals**

      Elementary School Guidance and Counseling

      Exceptional Children

      The Counseling Psychologist

      Journal of Counseling and Development

      Journal of Educational and Psychological Consultation.

      Teacher Education and Special Education

X. Course Schedules & Policies

   A.   **Course Schedule:** *(See Attached)*

   B.   **Course Policies:**

1. Attendance: Regular class attendance and active participation are essential components of this course: Professionalism Points will be deducted for each absence. Three tardies or three early departures will count as one absence. A student may have one excused absence without penalty. *Students are responsible for any academic information and work missed during their absence and will be expected to be fully prepared for the next class.*

2. Assignments: All assignments are due on or before indicated dates. There will be a five percent per class penalty on the late assignment as well as a Professionalism Points deduction. No assignment will be accepted later than two class meetings past due date.

3. Plagiarism: All student assignments are expected to be original work by the student. Sources must be cited if information is taken directly from another source. Work copied or borrowed will receive a zero.

4. Make up tests: In the event of an emergency absence, the student is required to immediately inform the instructor. If there is a valid and acceptable excuse, an alternate exam in an essay or oral format will be scheduled at the discretion of the instructor.

5. Cell phones must be *turned off* during class.

COUN/SPED 550 Description of Signature Assessment

Candidates are expected to develop, plan and deliver to professionals an inservice program that meets the criteria of the Expert Services Consultation Model. Initially, an in-class presentation on the topic is delivered to classmates. Evaluations by classmates and instructor are used to improve the presentation prior to presentation to an audience of their professional peers. The candidate's field professional presentation must be documented through participant evaluations and video-taping as well. Evaluation of the presentation is based upon the candidate's demonstrated ability to provide the participants with relevant information in an interesting, organized format, deliver presentation with a professional demeanor, utilize a variety of techniques to support the presentation, and to capture audience attention.

COUNS/SPED 550 Expert Services Consultation (Inservice Presentation)

Name: _____

Topic: _____

Field Presentation *(K1-3,5,6; S1-3,5,6; D1-6)*
_____ Documentation of Delivery
_____ Positive Evaluations
_____ First Follow-up
_____ Second Follow-up

Class Presentation
Introduction (K1,2; S1,2; D1,2)
_____ Began punctually
_____ Provided overview with timelines

Application (K1-5; S1-5; D1-4)
_____ Encouraged and responded appropriately to questions
_____ Provided clear explanations
_____ Supplied practical information

Body and Content (K1-3,5,6; S1-3,5,6; D1-6)
_____ Supported presentation with professional aids
_____ Incorporated current and appropriate material
_____ Organized presentation logically
_____ Demonstrated thorough knowledge of subject

Conclusion (K2; S2; D2,3)
_____ Summarized main points
_____ Provided high quality professional handouts
_____ Ended punctually

Delivery (K1-3,5,6; S1-3,5,6; D1-3,5,6)
_____ Interacted with audience
_____ Displayed enthusiasm for subject
_____ Held audience attention throughout
_____ Motivated audience
_____ Presented a professional appearance
_____ Demonstrated professional decorum
_____ Delivered information utilizing professional language
_____ Earned positive evaluations from classmates

_____ /24 *Total Points*

SOLO Rubric

Prestructural (1)	Unistructural (2)	Multistructural (3)	Relational (4)	Extended Abstract (5)
There may be preliminary preparation, but the task itself is not attacked in an appropriate way.	One aspect of the task is performed or understood serially; but there is no relationship to facts or ideas	Two or more aspects of the task are performed or understood serially with limited interrelationships to other ideas	Several aspects are integrated so that the whole has a coherent structure and meaning in and of itself	The coherent whole is raised to a higher level of performance showing expertise within and of itself.

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Prestructural (1)	Unistructural (2)	Multistructural (3)	Relational (4)	Extended Abstract (5)
There may be preliminary	One aspect of the task is performed or understood	Two or more aspects of the task are performed or understood serially with	Several aspects are	The coherent whole is raised to a higher level of performance showing expertise within and of itself.

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COUNSELING 566
SCHOOL COUNSELING

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I. Course Description

School Counseling. 3 credit hours. The study of basic concepts of school counseling. Through a developmental approach to counseling in schools, students learn to draw relationships among the concepts and principles of individual, family, and group counseling and apply that knowledge to school settings.

II. Rationale

The purpose of this course is to provide an orientation to the school counseling profession. It presents a comprehensive overview of the major aspects of school counseling and provides the student with insights into the myriad issues that surround not only the process of school counseling and its many populations but also the personal dynamics of the school counselor that have an impact on this process. The management, practice and evaluation of school counseling programs are also addressed. Ethical and legal issues are considered in-depth.

III. Course Objectives and Outcomes

Objectives This course is designed to enable scholar-practitioners to:	Conceptual Framework KSD	Assessment Strategies (VIII below)	LCET Standards	Core Standards CACREP	NCATE Standards	Mastery Level (I = Initial, M = Mastery, Ma = Maintenance)
gain an understanding of the philosophical and historical foundations of the school counseling profession.	K1,S6,D1	A-E	IV.B.2	1 a-h	1.3	M
present information relative to the management of a school counseling program.	K1,S2,D1	A-E	III.B.2	4 a-i	3.2, 6.1	M,M
present information relative to the skills school counselors must acquire through a combination of education, supervision, and practice.	K2,S2,D3	A-E	III.B.2	4 a-i	1.4	M
present information relative to school counseling in various settings and with diverse populations.	K5,S5,D5	A-E	III.B.2	4 a-i	1.5, 4.4	M,M
examine ethical standards and applications in professional school counseling.	K6,S6,D6	A-E	I.A.3, II.A.2	1 a-h	1.5, 1.7	M,M

IV. Primary Empirical Base

The primary empirical base for this course is based on Baker's theories of school counseling.

V. Resources and Materials

The text(s) for the course:

Baker, Stanley B. (2000). *School counseling for the twenty-first century* (3rd ed.). Saddle River, NJ: Prentice-Hall.

VI. Course Topics

A. Approaches to School Counseling
B. School Counseling and Social Action
C. Legal and Ethical Responsibilities
D. Counseling Interventions
E. Proactive Developmental Curriculum Programming
F. Consulting
G. Referral and Coordination
H. Information Dissemination and Processing
I. Enhancing Transitions (Home to School & School to School)
J. Assessment
K. Program Evaluation & Accountability
L. Professional Identity & Status
M. National Standards for School Counseling
N. Multicultural Counseling Standards

VII. Instructional Methods and Activities

Methods and activities for instruction include:

1. Lecture
2. Group Experiences
3. Student Presentations

A. Complete all assigned readings
B. Group Experiences
C. Examinations (mid-term and final)
D. Interviews with professional school counselors (two required)
E. Philosophy of School Counseling Paper

VIII. Assessment and Grade Assignment

Examinations:

Mid-term exam	25%
Final exam	25%
Interview One	15%
Interview Two	15%
Paper:	20%

The following grade scale will be used:
A = 90 - 100%
B = 80 -   89%
C = 70 -   79%
F = Below 70%

IX. Bibliography
The knowledge bases that support course content and procedures are these:

A.   Contemporary References

Prout, H.T. & Brown, D.T. (1999). *Counseling and psychotherapy with children and adolescents: Theory and practice for school and clinical settings.* New York: Wiley & Sons, Inc.

Rathvon, N. (1999). *Effective school interventions*. New York: Guilford.

Sharf, R. S. (2001). *Applying career developmental theory to counseling.* New York: Brooks and Cole.

Thompson, Rosemary. (2001). *School counseling: Best practices for working in the school* (2nd ed.).Philadelphia: Brunner-Routledge.

Vanzandt, Zark, & Hayslip, Jo. (2001). *Developing your school counseling program: A Handbook for systemic planning.* New York: Brooks/Cole.

B.   Classic References

Barnett, D. W., Bell, S. H., & Carey, K. T. (1999). *Designing preschool interventions*. New York: Guilford.

Bennett, C. (1995). *Comprehensive multicultural education.* Boston: Allyn and Bacon.

Bruning, R. et al (1995). *Cognitive Psychology and instruction*. Englewood Cliffs, N.J.: Merrill.

California special education programs: A composite of laws. (1994). Sacrament California Department of Education.

Cohen, J. J. (1993). Handbook *of school-based interventions: Resolving student problems and promoting healthy educational environments*. San Francisc Jossey-Bass Publishers.

Deutsch, M. et al (eds.) (1968). *Social class, race, and psychological development*. New York: Holt, Rinehart, and Winston, Inc.

Dobson, J. (1992). *the New Dare to Discipline*. Wheaton: Tyndale House.

DuPaul, G. J., & Stoner, G. (1994). *ADHD in the schools*. New York: Guilford.

Educational Leadership, Burlingame, Ca: Association of California School Administrators.

Garcia, E. (1994). *Understanding and meeting there challenge of student cultural diversity.* Boston: Houghton Mifflin Company.

Gollnick, D. & Chinn, P. (1994). *Multicultural education in a pluralistic society*. 4th ed. New York: Merrill.

Hart, L. (1992). *Human brain and human learning*. 13th ed. Village of Oak Creek, Ariz.: Books for Educators.

Haywood, H. Carl & Tzuriel, D., Ed. *Interactive assessment.* (1992). New York: Springer-Verlag.

Healy, J. (1990). *Endangered minds: Why our children don't think.* New York: Touchstone.

Healy, J. (1994). *Your child's growing mind.* New York:Doubleday.

Herlihy, B., Coery, G. (1995). *ACA Ethical Standards Casebook* (5th ed.). Washington, DC: American Counseling Association.

Hoff, L. (1978). *People in crisis: Understanding and helping.* Menlo Park, CA: Addison Wesley Publishing Company.

Journal Of School Psychology. Baltimore: Pergamon Press.

Lidz, C. (1987). *Dynamic assessment: an interactional approach to evaluating learning potential.* New York: The Guilford Press.

Murphy, J. J., & Duncan, B. L. (1997). *Brief intervention for school problems.* New York: Guilford.

Perrin, R. (1990). *The beacon handbook.* Boston: Houghton Mifflin.

Pitcher, G. P. (1992). *Crisis intervention in the schools.* New York: Guilford Press.

Pitcher, G.S., & Poland, S. (1992). *Crisis intervention in schools.* New York: Guilford.

Pressley, M. & McCormick, C. (1995). Advanced educational psychology for educators, researchers, and policymakers. New York: Harper Collins College Publishers.

Rosenfield, S. A. & Gravois, T. (1996). *Instructional consultation teams.* New York: Guilford.

School Psychology Review. Washington, D.C.: National Association of School Psychologists.

School psychology: Essentials of theory and practice (1984). New York: John Wiley Publishers.

Schooling and language minority students: a theoretical framework (1991). Los Angeles: Evaluation, Dissemination, and Assessment Center, Cal State, LA

Sherizer, M. (1986). *The elements of grammar.* New York: MacMillan.

Sleeter, C.E. & Grant, C.A. *Making choices for multicultural education* (1994). New York: Merrill.

Stiggins, R. (1994). *Student-centered classroom assessment.* New York: Merrill.

Vernon, A. (1989). *Thinking, feeling, behaving: An emotional education curriculum for children grades 1 - 6.* New York: Research Press.

C.   Key Professional Journals

Counseling and Values
Educational Psychologist
Educational Researcher
Journal of Counseling and Development
Journal of Educational Psychology
Journal of Educational Research
Phi Delta Kappan
Theory into Practice

X. Course Schedule and Policies and Procedures (see attached)

1. Attendance: Candidates are expected to attend and participate in all class meetings and are responsible for any academic information and work missed during their absence.
2. Assignments: All assignments are due on or before the indicated dates.
3. Examinations: All exams will be given on scheduled dates. In the event of emergency absence, the oral make-up will be at the instructor's earliest convenience.
4. Insurance: Students participating in field experience must show proof of professional liability insurance.
5. Class Safety: In case of emergency, follow the safety guidelines as explained at the beginning of the semester.

COUNSELING 566
SCHOOL COUNSELING
Description of Signature Piece

The signature piece for this course is:

Each student will write a short paper (4-6 pages) in which they will describe their philosophy of school counseling. We will learn in class how to organize this paper around the framework given by the author of our text. An excellent paper will describe the method used to organize the paper in the thesis paragraph and then follow that method in developing the paper. Students will want to include how they will set up a helping community within a school setting. The paper should be personalized but also well cited using the words of the educators we have read this semester. It should include a bibliography.

RUBRIC FOR GRADING THE

PHILOSOPHY OF SCHOOL EDUCATION PAPER

A	**Well organized, excellent content and ideas Includes a thesis paragraph, a body and a summary paragraph Well written, correct grammar, spelling and punctuation, typed Includes character education integrated within their curriculum Personalized and creative Well cited within the body Includes a bibliography.**
B	**Not organized according to the framework but with very good content Missing either a thesis paragraph, a body or a summary paragraph Some errors in grammar, spelling and punctuation, typed Includes character education integrated within their curriculum Personalized and creative Missing some citations or incorrectly cited Includes a bibliography.**
C	**Organized but not in depth content Missing either a thesis paragraph, a body or a summary paragraph Some errors in grammar, spelling and punctuation Did not include character education curriculum Not that personalized, mostly from the textbook ideas Missing citations Missing a bibliography or incorrectly written.**
D	**Not well organized not much content Missing either a thesis paragraph, a body or a summary paragraph Not well written, errors in grammar, spelling and punctuation Did not include character education curriculum Not that personalized, mostly from the textbook ideas Missing citations Missing a bibliography.**

COUNSELING 667
GROUP COUNSELING

I. Course Description

Group Counseling. 3 credit hours. An examination of the theories, processes, and evaluative methods of group counseling. Group supervision and group participation required.

II. Rationale

Knowledge of group counseling theories and processes is of critical importance to a professional counselor. Group counseling is utilized in a variety of professional counseling settings such as schools, community counseling centers, and substance abuse counseling. The application of group counseling skills must be driven by and consistent with the counselor's own personal theory of counseling. This course allows students the opportunity to further develop their own theory of counseling and to begin to integrate their counseling theory into the processes common to all groups.

III. Course Objectives and Outcomes

Objectives This course is designed to enable scholar-practitioners to:	Conceptual Framework KSD	Assessment Strategies (VIII below)	LCET Standards	Core Standards CACREP	NCATE Standards	Mastery Level (I = Initial, M = Mastery, Ma = Maintenance)
understand the group development, group counseling methods and skills, and group counseling theories	K1, D1, S1	A1, A2a,b, A3, A6	III.B.2, IV.B.2	K5a-g	1.1, 1.4	M, M
understand the principles of group dynamics including group process components, developmental stage theories, and group members roles and behaviors	K1, K2, D2, S1, S3	A1, A2a, A3, A6	III.B.2, IV.B.2	K1b, K4d	1.1, 1.4	M, M
understand group leadership styles and approaches including characteristics of various types of group leaders and leadership styles	K3, D4, S3, S5	A2a A3, A6	III.B.2, IV.B.2	K4a-i, K6b-g	1.1, 1.4	M, M
understand theories of group counseling including commonalities, distinguishing characteristics, and pertinent research and literature	K1, K2, K4, D3, D4, S4	A2a, A3, A6	III.B.2, IV.B.2	K3a,b,c	1.1, 1.4	M, M

understand group counseling methods including group counselor orientations and behaviors, ethical standards, appropriate selection criteria and methods, and methods of evaluation of effectiveness	K4, S4, D3, D5	A2a, A3, A4, A5	III.B.2, IV.B.2	K5a-c	1.1, 1.4	M, M
understand approaches used for other types of group work including task groups, prevention groups, support groups, and therapy groups	K2, S4, S5, D5, D6	A2b, A3, A4, A5	III.B.2, IV.B.2	K2e, K6g	1.1, 1.4	M, M
understand ethical considerations for group counseling.	K6, S6, D6	A2a, A3	III.C.1, IV.B.3, I.A.3	K2f, K3e	1.5, 1.8	M, M

IV. Primary Empirical Base

The primary empirical base for this course emphasizes the group counseling theories of G. Corey.

V. Resources and Materials
The textbook(s) for this course:

Corey, G. (1994). *Theory and Practice of Group Counseling* (4th. ed.) Pacific Grove, CA: Brooks/Cole.

VI. Course Topics
Course topics to be included are:

A. Principles of Group Dynamics
B. Group Leadership
C. Group Counseling Theories
D. Group Counseling Methods
E. Approaches to Group Counseling
F. Ethical Considerations

VII. Instructional Methods and Activities
Methods and activities for instruction include:

A. Traditional
   1. Lecture
   2. Discussion
   3. Video
   4. Participation in small group

B.   Outside Resources
1.   Attend workshops
2.   Guest Lectures
3.   Attend outside groups

VIII. Assessment and Grade Assignment

The methods of evaluation and the criteria for grade assignment are:

A.   Methods
1.   Attendance in small group 15%
2.   Journal
       a.   class journal assignments 10%
       b.   journal summary 10%
3.   Mid-term 15%
4.   Group exercise 10%
5.   Project 20%
6.   Final   20%

B.   Grading Scale
       Credit/No Credit

IX. Bibliography

The knowledge bases that support course content and procedures are these:

A. Contemporary References

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

Capuzzi, D. (2003). *Approaches to group work: A handbook for practitioners.* Upper Saddle River, NJ: Pearson Education, Inc.

Corey, M. S., & Corey, G. (2002). *Groups: Process and practice* (6th ed.). Pacific Grove, CA: Brooks/Cole.

Forester-Miller, H., & Kottler, J. A. (1997). *Issues and challenges for group practitioners.* Denver, CO: Love Publishing Company.

Yalom, I. D. (1995). *The theory and practice of group psychotherapy* (4th ed.). NY: BasicBooks.

B. Classic References

Childers, J., & Couch, R. D. (1989). Myths about group counseling: identifying and challenging misconceptions. *The Journal for Specialists in Group Work, 14,* 105-111.

Clark, A. (1989). Questions in group counseling. *The Journal for Specialists in Group Work, 14*, 121-124.

Clark, A. (1992). Defense mechanisms in group counseling. *The Journal for Specialists in Group Work, 17,* 151-160.

Corey, G., Corey, M., & Callanan, P. (1990). Role of group leader's values in group counseling. *The Journal for Specialists in Group Work, 15*, 68-74.

Corazzine, J., & Heppner, P. Client-therapist preparation for group therapy expanding the diagnostic interview. *Small Group Behavior, 13*, 219-236.

Day, B., & Matthes, W. (1992). A comparison of Jungian, Person-Centered, and Gestalt approaches to Personal Growth Groups. *The Journal for Specialists in Group Work, 17*, 105-115.

Higgs, J. (1992). Dealing with resistance: Strategies for effective groups. *The Journal for Specialists in Group Work, 17*, 67-73.

Kees, N.. & Jacobs, E. (1990). Conducting more effective groups: How to select and process group exercises. *The Journal for Specialists in Group Work, 15*, 21-29.

Kline, W. (1990). Working with groups: Responding to "problem" members. *The Journal for Specialists in Group Work, 15*, 195-200.

Sklare, G., Keener, R., & Mas, C. (1990). Working with groups: Preparing members for "here and now" group counseling. *The Journal for Specialists in Group Work, 15*, 141-148.

Yalom, I. (1985). The *Theory and Practice of Group Psychotherapy*. New York: Basic Books, Inc. (Chapters 1-4, 8, 10).

C. Key Professional Journals

Counseling and Values
Educational Psychologist
Educational Researcher
Journal of Counseling and Development
Journal of Educational Psychology
Journal of Educational Research
Phi Delta Kappan
Theory into Practice

X. Course Schedule and Policies and Procedures (see attached)

1. Attendance: Candidates are expected to attend and participate in all class meetings and are responsible for any academic information and work missed during their absence.
2. Assignments: All assignments are due on or before the indicated dates.
3. Examinations: All exams will be given on scheduled dates. In the event of emergency absence, the oral make-up will be at the instructor's earliest convenience.
4. Insurance: Students participating in field experience must show proof of professional liability insurance.
5. Class Safety: In case of emergency, follow the safety guidelines as explained at the beginning of the semester.

COUNSELING 667
GROUP COUNSELING
Description of Signature Piece

The signature piece for this course is:

A project

I. Introduction
    A. This project entails developing a written proposal including a description of the nature of the group and ways to evaluate the groups effectiveness.
    B. There are two basic requirements for the project:
        1. the proposed group should be a counseling group (not a study skills group or parenting workshop).
        2. the group must be somewhat structured so that the theme and content can be specified.
    C. You should prepare the project as if you were presenting it to a clinical supervisor or administrator for approval.
    D. A minimum of 10 references are required.
    E. 5% of the grade for this project will be based on writing clarity, spelling, grammar, etc.

II. Components
    A. Review of literature
        1. Theme/problem to be addressed by the group
        2. Justification for conducting this type of group
        3. Theoretical model to be used
        4. Group process and procedures
        5. Appropriate goals
    B. Practical concerns
        1. Target population
            a. Recruiting
            b. Screening
            c. Selecting

COUN 667 Research Paper Rubric

Name: _____   Course: _____   Date: _____   Score: ____/200

Criteria & Qualities	Unacceptable Work	Acceptable Work	Very Good Work	Superior Work	Points Earned
Purpose: Defining the Problem (K1, 4, 6; S4, 6; D1, 2, 4, 6)	Purpose is incomplete and/or poorly defined with little or no relation to instructional technology or literature review *(0-3 points)*	Statement of purpose for research involving instructional technology stated; lacks strong connection to literature review *(4-7 points)*	Defined research problem involving instructional technology with sufficient connection to literature review *(8-11 points)*	Concisely defined research problem involving instructional technology with strong connection to literature review *12-15 points)*	___/15
Background & Context: Literature Review (S1, 4; D1, 2, 4, 6)	Research statement is not complete or does not flow logically from review of literature; scant review of literature *(0-10 points)*	Provided literature review to develop a research statement which was reasonable *(11-20 points)*	Provided literature review to develop a research statement which is reasonable and somewhat substantiated with research *(21-30 points)*	Provided in-depth literature review to develop a research statement which is reasonable and well substantiated with research *(31-40 points)*	___/40
Project Significance; Hypothesis (K4, 6; S3, 4; D1, 2, 4)	The significance and importance of research is either not present or very poorly described; no mention of dissemination of results; no testable hypothesis is stated *(0-10 points)*	Some description of the significance and importance of research is present; with minimal mention of dissemination of results; hypothesis is stated, but is not well-written *(11-20 points)*	Clear description of a significant issue, topic or approach at the institutional or national level with somewhat detailed plans for dissemination of results; hypothesis is stated in an understandable manner *(21-30 points)*	Clear & well-written exposition of a highly significant &important current issue, topic or approach at the institutional or national level with well developed plans for dissemination of research results; hypothesis is stated in a clear & concise manner *(31-40 points)*	___/40
Methodology, Design & Procedure (K4, 6; S3, 4; D1, 2, 4)	General strategy is not present or very poorly described; specific methods are poorly described or not present; statistical analysis is poorly described and/or not appropriate; few or no methods are referenced where possible *(0-10 points)*	General strategy is not reasonable described; specific methods are present but not well described; statistical analysis is described & generally appropriate; many methods are referenced where possible *(11-20 points)*	A reasonable description of the general strategy used is present; specific methods are described with advantages & disadvantages considered; statistical analysis is reasonably described and appropriate; majority of methods are referenced where possible *(21-30 points)*	A well-written description of the general strategy used is present; specific methods are well described with advantages & disadvantages considered. Statistical analysis is well thought out, described & appropriate; methods are properly referenced where possible *(31-40 points)*	___/40
Mechanics (K6; S6; D2, 6)	Includes more than 5 grammatical errors, misspellings, punctuation errors, etc.; does not follow APA Style *(0-10 points)*	Includes 3-4 grammatical errors, misspellings, punctuation errors, etc.; some APA Style deviations *(11-20 points)*	Includes 2-3 grammatical errors, misspellings, punctuation errors, etc.; generally follows APA Style *(21-30 points)*	Grammar, spelling, punctuation, capitalization are correct; no errors in text; follows APA Style *(31-40 points)*	___/40
References (S6; D2, 3, 6)	Papers & texts cited are not properly referenced; reference format is not consistent *(0-8 points)*	Many of the papers & texts cited are properly referenced; reference format is generally consistent *(9-14 points)*	Majority of the papers & texts cited are properly referenced; reference format is consistent *(15- 20 points)*	Each of the papers & texts cited are properly referenced; reference format is consistent *(21-25 points)*	___/25

Observation of Learning Outcomes

Prestructural ____ (below 139) There may be preliminary preparation but the task itself is not attached in a proper way	**Unistructural** ____ (139-167) One aspect of the task is performed or understood serially; but there is no relationship to facts or ideas	**Multistructural** ____ (168-184)Two or more aspects of the task are performed or understood serially with limited interrelationships to other ideas	**Relational** ____ (185-190) Several aspects are integrated so that the whole has a coherent structure and meaning in and of itself	**Extended Abstract** ____ (191-200)The coherent who is raised to a higher level of performance showing expertise within and of itself

.EDUCATIONAL ADMINISTRATION AND SUPERVISION 514
School Law

I.   Course Description

EDAS 514: School Law. 3 cr. Local, state, and federal statutory, constitutional and case laws, rulings, and   opinions affecting education; legal rights and responsibilities of school personnel.

II.   Rationale

The ULM Interactive Learning Model to Prepare Learning Facilitators provides the framework supporting the   College of Education and Human Development professional programs and content related to the framework   permeates the course and is evident in the Course Objectives and Outcomes. This Professional Studies course provides a foundation for other Administration and Supervision courses. The course addresses standards of the   Educational Leadership Constituent Council (ELCC) and the Interstate School Leaders Licensure Consortium   (ISLLC). It also addresses the *Standards for School Principals in Louisiana* (SSPL).

III.   Course Objectives, Outcomes, and Standards

Objectives This course is designed to enable candidates to:	Conceptual Framework KSD	Assessment Strategies (VIII below)	NCATE Standards/ State Standards	ELCC Standards	SSPL	Mastery Level
1. Understand how the legal and political systems have affected educational opportunities and schools.	K6; S6; D6	VIII A 1,2, 3	1.2, 1.4, 1.8 A.7	5, 6	6, 7	I
2. Discuss the framework of federal, state, and local laws, regulations, and policies that affect public education.	K6; S5, S6;	VIII A 1,2, 3	1.2, 1.4, 1.8	6	6	I
3. Examine the structure of the American legal system and the relationship of the federal government to public education	K6; S6;	VIII A 1,2, 3	1.2, 1.4, 1.8	6	6	I
4. Discuss the role of the local school board in the legal structure of public school organization.	K6; S6; D6	VIII A 1,2, 3	1.2, 1.4, 1.8 A.7	6	6	I
5. Recognize the school's role in the promotion of school diversity, social justice, and equitable learning opportunities for all students.	K6; S5, 6; D5; D6	VIII A 1,2, 3	1.6, 1.8 A.7	5, 6	6, 7	I
6. Understand the structure of law as it relates to the provision of education in a diverse society.	K6; S5, S6; D5; D6	VIII A 1,2, 3	1.6, 1.8 A.7	4, 5, 6	6, 7	I
7. Gain insight into the legal structure of education as a matter of state policy.	K6; S6; D6	VIII A 1, 3	1.2, 1.4, 1.8	3, 6	3, 6	I
8. Correlate legal considerations to resource, fiscal management, and facility planning and use issues.	K6; S6;	VIII A 1,2, 3	A.2	3, 6	3, 6	I
9. Develop an appropriate vocabulary to discuss and understand school legal issues.	K6; S6; D6	VIII A 1, 3	1.2	6	6	I
10.Utilize various resources and technology to access information regarding laws and judicial rulings.	K6; S6; D6	VIII A 3	1.5 A.5	6	6	I

IV.   Primary Empirical Base

The primary empirical base for this course is: Alexander, K. and Alexander M. D. (2001). *American Public   School Law (5th ed.),* Belmont, CA: West Thomason Learning and McCarthy, M. M., Cambron-McCabe, N. H., and Thomas, S. B. (2004). *Legal Rights of Teachers and Students.* Boston, MA: Pearson.

V.   Resources and Materials

The textbook adopted for this course is: Cambron-McCabe, N. H., McCarthy, M. M., and Thomas, S. B.   (2004). *Public school law: Teachers' and students' rights.* Boston, MA: Pearson. **(Proof of professional   liability insurance is required for this course.)** Other major resources and materials include local topics and   guest speakers which include local and state school attorneys and state lawmakers.

VI.   Course Topics

The major topics to be considered are: A. Sources of Law; B. The Legal Foundations of Public Education; C. Schools and the State; D. Teachers and the Law; E. Students and the Law; F. Separation of Church and State; G. Discrimination in Employment; H. Desegregation; I. Collective Bargaining; J. Educator and School District Liability; K. School Attendance; L. Equal Educational Opportunity; M. Student Rights; N. Student Discipline; O. Rights of Special Students; P. Teacher Certification; Q. Teacher Rights and Freedoms; R. Finance and Property Issues; S. Personnel and Resource Related Issues

VII.   Instructional Methods and Activities

Methods and activities for instruction include:

A.   Traditional Experiences: 1. Lecture/Discussion; 2. Guest Speakers; 3. Videos; 4. Student Presentations;
     5. Article Reviews

B.   Clinical Experiences: 1. Role Playing; 2. Group Consensus and Problem Solving

VIII.   Assessment and Grade Assignment

The candidate will maintain an average of 80% on all work.

   A. Methods
      1. Traditional Assessments: Knowledge and Application Exams
      2. Performance Assessment: Oral Presentations/Projects
      3. Group and Individual Participation

   B. Grading Scale: 100-90 = A; 89-80 = B; 79-70 = C

IX.   Bibliography

The knowledge bases that support course content and procedures include:

A.   Contemporary References

Beckner, W. (2004). *Ethics for educational leaders.* Boston: Allyn and Bacon.

Essex, N. (2002). *School law and the public schools: A Practical guide for education leaders (2nd ed.).* Boston: Allyn and Bacon.

Fischer, L., Schimmel, D., & Stellman, L. (2003). *Teachers and the law.* Boston: Allyn and Bacon.

Fowler, F.C. (2004). Policy studies for educational leaders: An introduction (2nd ed.) Upper Saddle River, NJ: Pearson/Prentice Hall.

Haynes, C.C., Chaltain, S., Ferguson, J.E., Hudson, D. L., and Thomas, O. (2003). The first admendment in schools. Alexandrea, VA: Association for Supervision and Curriculum Development.

LaMorte, M. (2002). School *law: Cases and concepts (7th ed.).* Boston: Allyn and Bacon.

McCarthy, M., Cambron-McCabe, N., & Thomas, S. (2004). *Legal rights of teachers and students.* Boston: Allyn and Bacon.

Valente, W. (2001). *Law in the schools* (5rd ed.). New York. McMillan.

B.   Classic References

Imber, M. & Van, T. (1994). *A teacher's guide to educational law.* New York: McGraw Hill.

Shoop, R.J. & Dunklee, D.R. (1992). S*chool law for the principle.* Boston: Allyn and Bacon.

Zirkel, P. (1988). *A digest of Supreme Court decisions affecting education* (2nd ed.). Bloomington, IN: Phi Delta Kappa Educational Foundation.

D. T. Hardin, Ph.D. Strauss Hall 329, 342-1249 e-mail: hardin@ulm.edu

VII. Course Schedule and Policies:

  A. <u>Tentative</u> Schedule: EDAS 514

    Class Meetings, Topics, Examinations, Assigned Readings

_____

1 _____   **Orientation/Syllabus/Handouts**
          Legal Framework of Public Education   **Chap. 1**

2 _____   **Rights of Students with Disabilities**   **Chap. 6**
          Bring 3 scantrons

3 _____   **School Attendance and Instructional Issues**   **Chap. 3**

4 _____   **Students' Rights in Noninstructional Matters**   **Chap. 4**

5 _____   **Student Classification/GroupComputerActivity**   **Chap. 5**

6 _____   **Church-State Relations/Quizzes/Internet Activity** **Chap. 2**

7 _____   **Midterm (Vocabulary, Cases, and Concepts 2-6); Upload 4 Vignettes to Pass-port**
          Makeup Exams will be scheduled the same day as the Final

8 _____   **Student Discipline**   **Chap. 7**

9 _____   **Terms and Conditions of Employment**   **Chap. 8**

10_____   **Teachers Substantive Constitutional Rights**   **Chap. 9**

11_____   **Discrimination in Employment**   **Chap. 10**

12_____   **Termination of Employment**   **Chap. 11**

13_____   **Tort Liability**   **Chap. 13**

14_____   **Bring a copy of your 10 vignettes to class.**

15_____   **Cumulative Final and Makeup Exams (Vocabulary, Cases, and chapters 1-11, and 13 Concepts)**
_____

  B. Class Policies

    1. Attendance
        Students are expected to attend all class meetings and are responsible for any academic information and work missed during their absence; in the event of absence, the student should consult peers to prepare for the next class. There is no need to inform me of absences except for exams.
    2. Assignments
        Assignments are due on the specified date. Late assignments may be subject to a five percent (5%) per day grade reduction. Two points will be subjected for each assignments turned in late.
    3. Examinations
        All examinations will be given on the specified dates. In the event of an emergency, make-up examinations will be scheduled on the day of the final.
    4. Cell phones should be silenced or turned off during class for the consideration of others.
    5. In case of emergency, we will follow the instructions provided the first day of class.

EDUCATIONAL ADMINISTRATION AND SUPERVISION 514
School Law
Signature Piece

I. Comprehensive Final Examination

The first component of the signature piece for EDAS 514 is a criterion-based comprehensive final examination covering landmark cases, legal terminology, and legal concepts and issues related to school law. The comprehensive final examination demonstrates the student's ability to make the appropriate judgments necessary to practice preventative law in conjunction with school and district policies as well as state and federal law. (K2, K5, S2, S6, D5, D6)

II. School Law Vignettes Activity

The second component of the signature piece for EDAS 514 consists of several vignettes describing a variety of situations necessitating appropriate knowledge, skills, and dispositions involving ethics, social justice, fairness, legal concepts, and other issues related to school law. The School Law Vignette Activities additionally demonstrate the student's ability to make the appropriate judgments necessary to practice preventative law in conjunction with school and district policies as well as state and federal law. (K2, K5, S2, S6, D5, D6)

1. Mr. Otis required Bob to climb a 25-rope in PE even through it was widely known and documented in school files that Bob was very afraid of heights. After being threatened with corporal punishment, Joe did climb the rope, but fell approximately 15 feet. Bob isn't injured, but his parents sued the teacher, principal, and district claiming negligence. Will Bob's parents win? Why or Why not?

2. One of students at your school, Glenda, was killed in an automobile accident. The next day, her best friends, Beverly and Joyce, asked their teacher if they could lead the class in prayer. The teacher comes to you for permission. How do you respond and why? Support your answer.

3. Dawn, the school secretary's daughter, gained access to George's file without permission and divulged to all that he was adopted. Should the school be held liable for a FERPA violation? Why or why not?

4. Students printed a newspaper in their homes and distributed it at a local gasoline station. The paper contained vulgar language and was highly critical of some teachers and you, the school principal. Can the students be disciplined by school authorities for their expression? Would your response be different if the paper were distributed on the internet?

5. You are named the principal of a new alternative school designed to address specifically the needs of African American boys. In addition, a comparable program for African American girls has been developed. Both will open at the same time next year. Two suits have been filed; one alleging a Title VI infraction, and the other claiming a violation of Title IX. Who do you believe will win each suit and why?

6. Mr. Rice, one of your teachers, has complained that his child with disabilities was being placed in a regular classroom for fiscal reasons, when the children needed more restrictive placement. Can Mr. Rice be disciplined for his expression?

7. After 2 convictions for driving while intoxicated, Ms. Watters a tenured, high school teacher was dismissed on the grounds of immorality. Ms. Watters argued that the convictions did not related to her effectiveness as a teacher because her students were not aware of the convictions until her termination and entry into a treatment program for her drinking problem. Do you believe Ms. Watters's termination will be upheld? Why or why not?

8. Your high school allows a chess club to meet in a classroom after school. Three other student clubs have asked your permission to meet as well: the Gay/Straight Alliance, the Fellowship of Christian Athletes, and the Young Neo-Nazis. Must these groups be provided access? Support your answer.

9. Under your district's zero-tolerance policy, you had to expel a student for one year for the possession of a knife. A teacher, Ms. Hardin, discovered the knife when the student's backpack fell open scattering several items on the floor. The student claimed that he had used the same backpack in a camping trip the weekend before and had forgotten about the small Boy Scout knife. The parent's have filed suit, arguing that the automatic one-year expulsion was arbitrary, excessive, and violated their son's due process rights. What are the issues on both sides of this case and what is the likely outcome?

10. There is a growing drug problem in your school district. To address the problem, your school has instituted a drug-education program and drug testing for all students participating in extracurricular activities. Now, the school board wants to adopt a requirement that all new teachers take part in pre-employment medical exams and urinalysis screening for drug use. Are teachers in safety-sensitive roles? Can this requirement be justified without individualized suspicion? What are the issues on both sides of this case and what is the likely outcome?

PSYCHOLOGY 527
School Psychology

I. Course Description

PSYC 527: School Psychology. 3 cr. Programs, problems, techniques, and ethical considerations of the psychologist in the school. Prerequisite: 509 or 511.

II. Rationale

The ULM Interactive Learning Model to Prepare Learning Facilitators provides the framework supporting the College of education professional programs. This Specialty Studies course serves as the overview of concepts relating to the professional practice of school psychology. It reviews and integrates all master's level coursework and prepares students for completion of the final field/clinical experience inherent to the program and prior to initial professional entry into the field.

III. Course Objective, Outcomes and Standards

Objective This course is designed to enable students to:	Conceptual Framework KSD	Assessment (referenced to VIII)	LCET	Specialty Standards NASP	NCATE/ State Standards		Mastery Level
1 Define and discuss the implications of cultural diversity and family involvement in the applied practice of school psychology.	K2, K3, K5, S5, D5	A.1, A.2	IA, IVB	2.5 2.8	4.1	A.1, A.2, A.7, B.1, B.2	Ma
2. Describe and employ best practices for the professional provision of school psychological services, particularly with regard to behavioral assessment, counseling, crisis intervention, and interdisciplinary communication.	K2, K4, K6, S5, S6, D5, D6	A.1, A.2	IA, IVB	2.1, 2.2, 2.3, 2.4, 2.6, 2.7, 2.8, 2.10	1.5	A.1, A.2, A.5, A.7	Ma
3. Identify and discuss intervention methods and their use in the school setting, particularly with regard to counseling as a related service, crisis response, and assistive technology.	K3, K5, S3, S5, D3, D5	A.1, A.2	IA, IVB	2.4, 2.7, 2.10, 2.11	1.5	A.1, A.3, A.5	Ma
4. Discuss and apply ethical principles and professional development skills for school psychologists, particularly with regard to behavioral assessment, counseling, crisis intervention, and interdisciplinary communication.	K6, S6, D6	A.1, A.2	IA, IVB	2.10	1.5	A.6	Ma
5. Develop content for half-day in-service training on topic that school psychologists may be requested to present to parents and/or teachers, particularly with regard to behavioral, affective, and social issues.	K1, K2 S1, S5, S6 D1, D2, D3, D5	A.1, A.2	IA, IVB	2.1, 2.2, 2.4, 2.9, 2.11	1.5	A.5, A.7	Ma

IV. Primary Empirical Base

The primary empirical base for this course is the wealth of information that has accumulated relative to the development and practice of psychology in school settings or with school-aged populations.

V. Resources and Materials

The textbooks adopted for this course are:

Reynolds, C. R., & Gutkin, T. B. (Eds.). (1998). *The handbook of school psychology.* (3rd ed.). New York: John Wiley and Sons.

Thomas, A., & Grimes, J. (Eds.). (2002). *Best practices in school psychology-IV.* Bethesda, MD: National Association of School Psychologists.

VI. Course Topics:

The major topics to be considered are: collection and use of psychological data in educational settings, brief therapies used with children in school settings, crisis intervention, assistive technology, interdisciplinary communication, systems evaluation and intervention, family involvement, diversity, and ethics and professional development.

VII. Instructional Methods and Activities

Methods and activities for instruction include:

A. Traditional Experiences (e.g., 1. Lecture/Discussion; 2. Media Presentations)

B. Applied Experiences (e.g., article review)

C. Clinical Experiences (e.g., 1. Co-facilitating Counseling Groups,; 2. Cooperative Group Assignment for In-Service Development; 3. Student Media Presentations, 4. Student Role Playing)

VIII. Assessment and Grade Assignment

A. Methods:

1. Traditional Assessment (i.e., knowledge tests).

2. Performance Assessment (i.e., classroom presentations, technology use, article reviews)

B. Grading Scale:

90% - 100% = A	80% - 89% = B	70% - 79% = C
60% - 65% = D	0% - 59% = F	

C. Special Note: Midterm grades will be posted on ARROW in accordance with the university schedule for such posting.

IX. Bibliography

The knowledge bases that support course content and procedures include:

A. Contemporary References

Canter, A. & Carroll, S. (Eds.). (1998). *Helping children at home and school: Handouts from your school psychologist.* Bethesda, MD: National Association of School Psychologists.

Jacob, S., & Hartshorne, T. (2003). *Ethics and law for school psychologists* (4th ed.). Hoboken, NJ: John Wiley and Sons.

B. Classic

Bergan, J. (1985). *School psychology in contemporary society: An introduction*. Columbus, OH: Charles E. Merrill.

Talley, R. C., Kubiszyn, T., Brassard, M., & Short, R. J. (1996). *Making psychologists in schools indispensable: Critical questions and emerging perspectives.* Washington, DC: American Psychological Association; ERIC/CASS.

Woody, R. H., LaVoie, J. C., & Epps, S. (1992). *School psychology: A developmental and social systems approach.* Boston: Allyn and Bacon.

C. Key Professional Journals

School Psychology Review
American Psychologist
Journal of Psychoeducational Assessment
Diagnostique
National Forum of Applied Educational Research Journal

X. Course Schedule and Policies
     A. Course Outline and Tentative Schedule - See Attached
     B. Policies

1. There will be 2 knowledge tests (midterm and final) covering assigned chapters and information covered in class. All exams will be multiple choice, short essay, or both, and will cover both lecture and text materials. (200 total points)

2. During some weekly classes, students will complete either an open-book quiz (30-minute maximum time allowance for completion) or an in-class assignment that will be graded. Successful completion of these weekly activities requires advance reading of assigned chapters and use of course text(s)/handouts/resources during class. (100 total points).

3. Students will work in collaborative groups to co-faciliate a brief social skills or problem-solving group. Written document supporting their counseling project will be required. Documentation must include, at a minimum, (a) a needs assessment, (b) data assessing intervention effectiveness, (c) specific topics/skills addressed, (d) session format, (e) session summary, and (f) overall summary. A formal classroom media presentation is also required in which an overview of the counseling intervention and summary of results are provided. Both hard and electronic copies are to be submitted for performance review. Anonymity of group participants will be maintained in the development of the presentation and associated documentation. (100 total points)

4. Students will work in collaborative groups to develop a half-day in-service on a topic that a school psychologist may be asked to address with teachers and/or parents. The topic will be determined in collaboration with the instructor. Students must employ the *Best Practices in School Psychology - III* CD or another equally relevant resource to develop handouts tailored to their teacher and/or parent audience. A classroom media presentation will be required in which an overview of the in-service is provided. Each group will also prepare a detailed document of in-service content to share with their fellow students. Both hard and electronic copies are to be submitted for performance review. An evaluation rubric for this project is attached. Although the maximum rubric point value is 50 for purposes of determining the course grade, that score will be converted. (100 total points)

5. Make-Up Exams: Students must schedule a make-up exam for each missed test within one (1) week of having missed the test. Students who fail to do so will be given a grade of zero for that exam. It will be the responsibility of each student to arrange for the make up of a missed exam. Students who miss an exam must present an excuse meeting university standards for acceptable in order to take the make-up exam. No make-up examinations will be given once final exams have begun.

6. Class attendance: Class attendance regulations are covered in the current Student Bulletin. Every effort will be made to assist students incurring difficulty during the course. However, you will be expected to arrive to class on time and to remain present the entire class session.

7. Cheating: Cheating will not be allowed. University policy concerning responses to individuals caught cheating on exams will be followed.

8. Safety: Safety of ULM students, employees, and visitors is an important consideration. A copy of the ULM comprehensive safety manual is available in the department office, as well as at other campus locations. This class will be conducted in accordance with university safety requirements. Periodically during the semester, we will review safety procedures. If you require assistance during potential evacuations of the building, please notify me during the first few days of class.

9. On entering class, all students are asked to turn off pagers, cell phones, and other communication devices that may detract from the instructional experience of other students. Emergency use of such devices should be cleared through the instructor in advance. It is never appropriate to respond to such devices inside the classroom while class is in session.

TENTATIVE COURSE SCHEDULE AND OUTLINE – SPRING 2007

Instructor: Dr. B. Jean Cottingham   Course: Psyc 527 (50)
Phone: 342-1348   Office: STR 327
email: cottingham@ulm.edu   Classrrom: STR 375
Office Hours: MW 10:00am – 12:00pm and 1:30pm – 3:30pm   TT 11:00am – 12:00 pm   other times available by appointment

		QUIZ	REQUIRED READING		[RELATED
READING 1/16	Introduction to Course and Discussion of Safety Regulations. Formation of Collaborative Teams				
1/23	Consultation and Data-Based Problem Solving Interdisciplinary Communication Single Subject Research Designs	Y	Handbook BP-IV	Chapters 38 Chapters 2, 3, 35, 39	handouts
1/30	School-based Counseling	Y	Handbook BP-IV	Chapters 26, 28 Chapters 65, 66, 75	[Chapter 31] [Chapters 58]
2/06	School-Based Counseling Lethality Assessment & Suicide Prevention	Y	BP-IV BP-IV	Chapters 65, 66, 75 Chapters 72	[Chapters 58]
2/13	Crisis Intervention, Safe Schools	Y	BP-IV	Chapters 67, 68, 74	
2/27	Assessment – Behavioral	Y	Handbook BP-IV	Chapters 14, 17 Chapters 80, 81	
3/06	Midterm				
3/13	Cultural Concerns; Family Involvement Parent Training	Y	Handbook BP-IV	Chapters 27, 39 Chapters 24, 25, 26, 27, 29, 31	
3/20	Technology, Assistive Technology, BP - III CD Student Presentations (Counseling Outcome)		Handbook BP-IV	Chapter 33 Chapters 14, 97	
3/27	Systems-level Evaluation and Intervention Student Presentations (Counseling Outcome)		Handbook BP-IV	Chapter 34 Chapters 16, 19, 22, 23	[Chapter 35]
4/03	Professional Development	Y	Handbook BP-IV	Chapter 43 Chapters 12, 13 Appendices IV, V, VI	
4/17	Ethics	Y	BP-IV	Chapter 5, Appendices I, II	

4/24   Student Presentations (In-Service Development)
5/01   Student Presentations (Case Study – Counseling Group)

5/08   Final Exam

Note: Spring 2007 Holidays   February 20th and April 10th

Psychology 527
Professional School Psychology

Presentation of In-Service Development

Student: _____   Spring 20____

Activity Type	Case Component	Unacceptable 0 points	Acceptable 3 points	Excellent 5 points	Points Earned
Research Evaluation: Review of Literature **(Standard: 2.9)**	Support Documentation	Includes support documentation that is not relevant and does not include articles which are research-based.	Support documentation relevant and includes limited number of research-based articles.	Extensive support documentation. Major emphasis on articles which are research-based.	_____
Research Evaluation: Translating Research into Practice **(Standard: 2.9)**	Summative Statements: Implication for Application	In-service content primarily factual accounts of support documentation with no implication or application of content noted.	In-service content includes factual accounts of support documentation with unelaborated statement of implication(s) or application(s) of content.	In-service content includes factual account of support documentation with well-developed elaboration of implication(s) or application(s) of content. Articulation of content (print review; oral presentation) exemplary.	_____
Consultation and Collaboration and Socialization and Development of Life Skills: Indirect Service Delivery (Preparation of In-Service) (Standards: 2.2, 2.4)	In-Service Components	Required areas for in-service development missing or inadequately developed if present.	Required areas for in-service development included and content within each adequately addressed. Limited description of needs assessment and in-service evaluation.	Required areas for in-service development included and content is adequately addressed within all areas with review in at least one area exceeding expectations for acceptable performance. Articulation of content (print review; oral presentation) exemplary. Means for needs assessment and in-service evaluation clearly defined.	_____
	Information Integration	Support documentation presented factually and in sequence. No true integration of data evident.	Over reliance on independent review of individual support documents. Limited integration of data evident.	Information presented in articles integrated into coherent presentation reflecting analysis and synthesis of data. Shows excellent insight of within broader context of development.	_____

	Written Report for Project	Development of in-service material inadequate. Excessive errors in content and/or grammar. Linear presentation of support materials with no analysis and synthesis indicated.	Development of in-service material adequate. No content errors and minimal typographical errors. Some analysis and synthesis of information evident.	In-service materials well-developed. No content or typographical errors. Information from support documents integrated into coherent presentation reflecting analysis and synthesis of available information. Excellent insight into topic. Content clearly articulated in an exemplary manner.	_____
	Verbal Presentation of Project	Reads from PowerPoint slide or Notes. No opportunity for audience participation.	Presents material displaying adequate knowledge of content but relatively reliant upon notes. Includes "ice-breaking" introduction but limited audience participation thereafter.	Presents material displaying excellent knowledge of content referring only briefly to PowerPoint slides or notes. Displays excellent presentation skills and demeanor. Engages audience participation throughout, including "ice-breaking exercise," and responds to questions and comments in a manner that shows understanding of topic in a broader context.	_____
	Project Documentation	No handouts for audience. Reference list for instructor only and contains excessive APA format errors.	Handouts available to audience but limited in content. Presentation reference list provided to instructor and audience limited in scope and contains few APA format errors.	Well-developed handouts for audience. Well-developed and extensive reference list with no APA format errors provided to instructor and audience members.	_____
Data-Based Decision-Making and Accountability: Needs Assessment and In-Service Evaluation (2.1)	In-Service Effectiveness	No indication of means for needs assessment or in-service evaluation offered.	Brief overview of means for needs assessment and in-service evaluation offered.	Presentation clearly defines well-developed plans for needs assessment and in-service evaluation and how each will be used for service accountability and offers direction for future in-service development.	_____
Information Technology **(Standard: 2.11)**	PowerPoint Presentation	Slide content poorly developed, excessive, and/or with grammatical errors or errors in topic content.	Slide content adequately developed. Topic content appropriate. No typographical errors. Minimal use of borders and/or background features. Verbal presentation provides limited elaboration.	Slide presentation more than adequately developed. Content succinctly presented and without error. Content provides basis for elaboration during verbal presentation. Excellent and appropriate use of borders and/or background features.	_____
	Group Participation	Participation limited. Missed meetings. Contributed little. Tolerance for differences limited.	Adequate participation. Attended most meetings. Some contribution to discussions. Tolerance for differences shown. Limited leadership displayed.	Excellent participation. Attended all preparatory meetings. Well-prepared for group discussions. Located and shared support documents. Showed appropriate leadership as needed. Valued differences of opinion as a vehicle for adequate overview and development of project.	_____

Evidence of Ability to Review and Apply Research to Practice, Develop In-Service, and Use Technology (Standards: 2.1, 2.2, 2.4, 2.9, 2.11)	Evaluation of Overall Program	**Unacceptable** **0 - 39 points overall** Review and presentation contain excessive errors, limited to factual knowledge, and show limited preparation. Limited competence in presenting and in use of technology displayed. Participation and tolerance for differences in opinion limited. No leadership shown.	**Acceptable** **40 - 44 points overall** Review and presentation contain few errors, reflect adequate preparation, but show unelaborated insight into implication/application of content. Presentation skills and use of technology adequate. Adequate group participation and tolerance for differences in opinion evidenced. Limited leadership displayed.	**Excellent** **45 – 50 points overall** Review and presentation reflect superior knowledge of content and ability to elaborate upon and integrate findings into broader context. Excellent use of technology. Excellent presentation skills showing ability to elicit and maintain audience participation. Well-prepared for presentation. Excellent group participation and leadership skills displayed. Differences of opinion valued.	**Total Points Earned** **50** **U A E**

PSYCHOLOGY 503

Advanced Child Psychology

I. **Course Description**
Advanced Child Psychology. 3 cr. Topical approach to the examination of mental, motor, social, and emotional development of children and adolescents. Relevant research and literature regarding normal development, deviations from normal development, and multicultural issues associated with the developmental process are presented. Prerequisite: 203.

II. **Rationale**
In accordance with the NLU Interactive Learning Model this course extends the knowledge from Psyc 203. It has been designed with the following four goals in mind. First, to provide the latest in theory and to familiarize students with the concerns and goals of developmental scientists. Second, to introduce students to the methods used in developmental research and to make them aware of the ethical concerns in doing research with children. Third, to give students an overview of human biological, cognitive, and social development, specifically milestones in these areas. Fourth, to examine child development within the diverse and changing nature of our society.

III. **Course Objectives, Outcomes, and Standards**

Objective *This course is designed to enable candidates to:*	Conceptual Framework KSD	Assessment (referenced to VIII)	LCET	NCATE & State Standards	Speciality Standards NASP	Mastery Level
A. Demonstrate knowledge of current theories of child development and the limitations and strengths of each theory.	K1,3,5 S1,2,5,6 D3,4	VIIIA1, B	IIIB1, IIIB2	1, 2, 4 A1	2.4	MA
B. Explore historical perspectives in developmental psychology, understand psychological research, and identify the impact that research has had on theory and application.	K2, 3, 5 S1, 2, 5, 6 D3, 4	VIIIA1, B		1, 2, 4 A1	2.4, 2.9	MA
C. Evaluate aspects of physical, cognitive, and social development in children and adolescents with attention to both normal and abnormal development.	K2, 3, 5 S1, 2, 5, 6 D3, 4	VIIIA1, B	IIA2	1, 2, 4 A1	2.4, 2.5	MA
D. Understand child development within different cultural, ethnic, and socioeconomic contexts.	K2, 3, 5 S1, 2, 5, 6 D3, 4	VIIIA1, B	IA3 IIIC1	1, 2, 4 A3	2.4, 2.5	M

IV. **Primary Empirical Base**: The empirical bases, for the material in this course, is the body of research on child development (Goldsmith, 2000, Marcia, 1966, 1993, Piaget, J. 1965; Skinner, B.F. & Epstein, R., 1982, Society for Research in Child Development, Vygotsky, 1987)

V. **Resources and materials**:
Berk, L.E. (2003). Child Development 6th Edition. Boston: Allyn & Bacon
Louisiana State Content Standards and Benchmarks, 2000-2001
Child Development Journals

VI. **Course Topics**
Theories, Controversies, Research, Ethics in research, Pre-Natal Development including disruptions to normal development (e.g., chromosomal abnormalities, teratogens), The birth process, Reflexes, Assessment of the newborn, Attachment, Temperament, Emotions, Language, Physical Development through middle childhood, Cognitive Development throught middle childhood (Piaget, first three stages, Vygotsky, Memory Models), Moral Development and Socialization through middle childhood, Parenting Styles, The Self-Concept, Gender Roles, Mental Disorders and Disabilities, Introduction to Adolescent Development

VII. **Instructional Methods and Activities**
Methods and activities for instruction include:
A. Traditional experiences will include lectures and discussion.
B. Research and Field-Based Experiences: Students will work in small groups to
   1. select and review 2 articles cited as supporting documentation within the text.
   2. to prepare a PowerPoint presentation reflecting one of the following
      a. alternate positions on a debatable issue (e.g., corporal punishment, impact of violence in the media).
      b. application of course content in the development of an optimal learning environments.

VIII. **Evaluation and Grade Assignment**
The methods of evaluation and the criteria for grade assignment are:

A. Students will be evaluated on the basis of:
   1. Traditional evaluation will include two unit tests and a comprehensive final (100 points each; total = 300 points)
   2. Research and Field-based Experiences Application (total = 100 points)
      1st article review   = 25 points
      2nd article review   = 25 points
      application presentation)   = 50 points
   Each application project must meet, at a minimum, criteria for "Acceptable" performance on the respective assessment rubric (attached).

   Note: The final exam is the signature piece which must be passed with an overall grade of "B" or better as well as with at least 80% accuracy on the application component of that exam.

B. Grading Scale
      90 - 100 = A   70 - 79 = C   59 & below = F
      80 - 89 = B   60 - 69 = D

IX.   Bibliography

Ades, A.E., Newell, M.L. & Peckham, C.S. (1991). Children born to women with HIV-1 infection: Natural history and risk of transmission. The Lancet, 337,253-260.

Adolph, K.E., Eppler, M.A., & Gibson, E.J. (1993). Crawling versus walking infants' perception of affordances for locomotion over sloping surfaces. Child Development, 64, 1158-1174.

Ainsworth & Bell (1970). Attachment, Exploration, and Separation: Illustrated by the behavior of one-year-olds in a strange situation.

Bates, E., O'Connell, B., & Shore, C. (1987). Language and communication in infancy. In J.D. Osofsky (Ed.), Handbook of infant development (2d ed.). New York: Wiley.

Bertenthal, B.I., & Campos, J.J. (1990). A systems approach to the organizing effects of self-produced locomotion during infancy. In C. Rovee-Collier & L. Lipsitt (Eds.), Advances in infancy research (Vol.6). Norwood, NJ: Ablex.

Betancourt, H. & Lopez, S.R. (1993). The study of culture, ethnicity, and race in American psychology. American Psychologist, 48, 629-637.

Fantz, R.L. (1963). Pattern vision in new-born infants. Science, 140, 296-297.

Gibson, E.J. & Walk, R.D. (1960). The "visual Cliff." Scientific American, 202, 64-71.

Goldsmith & Gottesman (1981). Origins of variation in behavioral style: A longitudinal study of temperament in young twins.

Izard, C.E. (1983). Maximally discriminative facial movement scoring system. Newark, DE: University of Delaware Instructional Resources center.

Izard, C.E. (1992). Basic emotions, relations among emotions, and emotion-cognition relations. Psychological Review, 99, 561-565.

Jones, Ogletree, & Coyl. (2002). Antecedents of the Adolescent Identity Crisis: Age, Grade, and Physical Development.

Kaye, K. (1982). Taking turns. Chapter 6 in "The Mental and Social Life of Babies".

Kessen, W., Haith, M.M., & Salapatek, P.H. (1970). Human infancy: A bibliography and guide. In P.H.Mussen (Ed.), Carmichael's manual of child psychology (3rd ed., Vol. 1) New York: Wiley.

Kobac, Cole, Fleming, Ferenz-Gilles, & Bamble. Attachment and emotional regulation during mother-teen problem-solving. A control theory analysis.

Kramer, J., Hill, K., & Cohen, L. (1975). Infant's development of object permanence: A refined methodology and new evidence for Piaget's hypothesized ordinality. Child Development, 46, 149-155.

Marcia, J. (1966). Development and validation of ego identity status. Journal of Personality and Social Psychology, 3, 551-558.

Marcia, J. (1993). The status of the statuses: Research review. In J. E. Marcia, A. S. Waterman, D. R. Matteson, S. L. Archer, & J. L. Orlofsky (Eds.), Ego Identity: A Handbook for Psychosocial Research. New York: Springer_Verlag.

Schwartz, A., Campos, J., & Baisel, E. (1973). The visual cliff: Cardiac and behavioral correlates on the deep and shallow sides at five and nine months of age. Journal of Experimental Child Psychology, 15, 86-99.

Society for Research in Child Development (1990). SRCD ethical standards for research with children. SRCD Newsletter, 5-7.

Tubman & Windle (1995). Continuity of difficult temperament in adolescence: Relations with depression, life events, family support, and substance use across a one-year period.

Psychology 503
Tentative Schedule for II Summer 2006

X.   Course Schedule and Policies

Instructor: B. Jean Cottingham   **Course: Psy 503 Sec 02**
Number: 342-1348   **Room: STRS 366**
Office: Strauss 327   **Class Time: 2:15pm – 4:20am MTWT**
Office Hours: 10:30am – 11:45pm   MTWT

A. Tentative Schedule for 2nd Summer Session 2005

July	10	Introduction with Review of Syllabus, Emergency Plans, Research & Field-Experience Projects, & Signature Piece	
	11	History, Periods of Development, Theories of	
		Child Development, The Nature/Nurture Debate	Chapter 1
		Research in Child Development	Chapter 2
		Ethics in Research	SRCD Ethical Guides
	12	Pre-natal Development	Chapter 3 (video)
		normal development	
		disruptions to normal development	
	13	Infancy Early Learning & Physical Growth	Chapters 4 & 5
July	**17**	**Exam 1**	**Chapters 1 through 5**
July	18	Cognitive Development	Chapter 6
	19	Cognitive Development	Chapter 7
	20	Language Development	Chapter 9
July	**24**	**Exam 2**	**Chapters 6, 7, and 8**
July	25	Emotional Development	Chapter 10
		Self & Social Understanding	Chapter 11
	26	Moral Development	Chapter 12
		Gender Roles	Chapter 13
	27	Contexts for Development	Chapters 14 & 15
	31	Mental Disorders & Educational Disabilities	
Aug	01	Presentations – Article Reviews	
Aug	02	Presentations – Application Topic	
Aug	**03**	**Exam 3 – Final Wed 2:15pm – 4:05pm tentative**	**Chapters 2, 5, 6, 7, 9, 10, 11, 12, and 14**

B. Class Policies

1. Regular attendance is expected. Roll will be taken; and, consistent with university policy, excessive absences will be reported to the appropriate personnel in the student's college. Students are responsible for any academic information and work missed during a period of absence.

2. Final grades will be derived using the average of all evaluation activities. Format for article critiques and application presentations will be provided in a separate document.

3. Dates for exams are listed in the course schedule above but are subject to change should additional time be required to complete associated material. The final exam will be given on the date and time established in the tentative schedule on the previous page.

4. Exam content will be developed from assigned readings and class lectures as well as presentations (e.g., video, student). Make-up exams will be allowed with a legitimate excuse meeting university criteria for excused absence. Thus, students who fail to take examinations at scheduled times must present an acceptable written excuse. The excuse must be consistent with university policy regarding the issue of "excused absence." Students are responsible for contacting the instructor within 2 class periods of their return to class to arrange a mutually, convenient time to make-up the missed test. The exam should be made-up in a reasonable period of time following the student's return to class (i.e., within 1 – 2 days). If the exam is not made-up within that time frame, the grade from the final exam will be substituted.

5. Occasionally, students are given an opportunity to earn bonus points through in-class activities. Attendance is essential to capitalize upon such opportunities. These activities are not available for make-up.

6. Cell phones and pagers should be maintained on silent modes during class times. In the event of an emergency call or page, the student should leave the room quietly to respond to the call outside the classroom setting. If the situation necessitating the call or page does not require immediate departure, the student should return quietly to his or her desk to resume class activity.

7. Students who need the time scheduled for this class to study for other exams or complete projects for other classes should do so in another location. One cannot adequately attend to class discussions and work on other projects at the same time.

8. Recording class content should not be undertaken without prior permission from the instructor. Those who require modifications and accommodations should contact the counseling department, if this has not been done prior to the start of this class.

9. Class procedures to follow in emergency situations are attached. These will be reviewed in class and should be maintained with your syllabus for further review as needed.

Psychology 503 -- Advanced Child Psychology
Article Critique Rubric

Student: _____   **II Summer 20____**

Activity Type	Case Component	Unacceptable 0 points	Acceptable 3 points	Excellent 5 points	Points Earned
Research Evaluation: Review of Literature (Standard: 2.9)	Article Relevance	Article not cited in text or cited but not research-based .		Article research-based and cited in text in support of content	_____
	Article Review	Required areas for review omitted or inadequately developed if present.	Required areas for review included and content within each adequately addressed.	Required areas for review included and content is adequately addressed within most areas with review in at least one area exceeding expectations for acceptable performance. Articulation of position (print review; oral presentation) exemplary.	_____
Research Evaluation: Translate Research into Practice (Standard: 2.9)	Summative Statements: Relevance or Implication for Application	Article summary is factual account of review content with no implication or application of content noted.	Article summary includes factual account of review content with unelaborated statement of implication or application of article content. Relevance to text content not elaborated.	Article summary includes factual account of review content with well-developed elaboration of implication or application of article content. Relevance to text content elaborated. Articulation of position (print review; oral presentation) exemplary.	_____
	Verbal Presentation	Reads from PowerPoint slide or Notes. No opportunity for audience participation.	Presents material displaying adequate knowledge of content but relatively reliant upon notes. Limited audience participation.	Presents material demonstrating excellent knowledge of content referring only briefly to PowerPoint slides or notes. Displays excellent presentation skills and demeanor. Encourages audience participation throughout and responds to audience questions and comments in a manner that shows understanding of topic in a broader context.	_____
Information Technology (Standard: 2.11)	PowerPoint Presentation	Slide content poorly developed, excessive, and/or with grammatical errors or errors in topic content.	Slide content adequately developed. Topic content appropriate. No grammatical errors evidenced. Minimal use of borders and/or background features. Verbal presentation provides limited elaboration.	Slide presentation more than adequately developed. Content succinctly presented and without error. Slide content is basis for elaboration during verbal presentation. Excellent and appropriate use of borders and/or background features.	_____

| Evidence of Ability to Review and Apply Existing Research and Use Technology to Present Results (Standards: 2.9, 2.11) | Evaluation of Overall Program | Unacceptable 0 - 19 points overall Review and presentation contain excessive errors, limited to factual knowledge, and show limited preparation. Limited competence in presenting and in use of technology displayed. | Acceptable 20 - 22 points overall Review and presentation contain few errors, show unelaborated insight into implication/application of content, and reflect adequate preparation. Presentation skills and use of technology adequate. | Excellent 23 – 25 points overall Review and presentation reflect superior knowledge of content and ability to elaborate upon and integrate findings into broader context. Excellent use of technology. Excellent presentation skills showing ability to elicit and maintain audience participation. Well-prepared for presentation. | Total Points Earned _____ 25 U A E |

Psychology 503 -- Advanced Child Psychology
Application Exercise Presentation

Student: _____   **II Summer 20_____**

Activity Type	Case Component	Unacceptable 0 points	Acceptable 3 points	Excellent 5 points	Points Earned
Research Evaluation: Review of Literature: (Standard: 2.9)	Support Documentation	Includes support documentation that is not relevant and does not include articles which are research-based.	Support documentation relevant and includes limited number of research-based articles.	Extensive support documentation. Major emphasis on articles which are research-based.	_____
	Review of Support Documentation	Required areas for review omitted or inadequately developed if present.	Required areas for review included and content within each adequately addressed.	Required areas for review included and content is adequately addressed within most areas with review in at least one area exceeding expectations for acceptable performance. Articulation of position (print review; oral presentation) exemplary.	_____
Research Evaluation: Translating Research into Practice (Standard: 2.9)	Summative Statements: Implication for Application	Article summaries are factual accounts of content with no implication or application of content noted.	Article summaries include factual account of content with unelaborated statement of implication or application of content.	Article summaries include factual account of content with well-developed elaboration of implication(s) or application(s) of content. Articulation of position (print review; oral presentation) exemplary.	_____
	Information Integration	Support documentation presented factually and in sequence. No true integration of data evident.	Over reliance on independent review of individual support documents. Limited integration of data evident.	Information presented in articles integrated into coherent presentation reflecting analysis and synthesis of data. Shows excellent insight of within broader context of development.	_____
	Written Report for Project	Development of report inadequate. Excessive errors in content and/or grammar. Linear presentation of support materials with no analysis and synthesis indicated.	Development of report adequate. No content errors and minimal typographical errors. Some analysis and synthesis of information with some support materials presented independently.	Report well-developed. No content or typographical errors. Information from support documents integrated into coherent presentation reflecting analysis and synthesis of available information. Excellent insight into project. Positions statements clearly articulated in an exemplary manner.	_____
	Verbal Presentation of Project	Reads from PowerPoint slide or Notes. No opportunity for audience participation.	Presents material displaying adequate knowledge of content but relatively reliant upon notes. Limited audience participation.	Presents material demonstrating excellent knowledge of content referring only briefly to PowerPoint slides or notes. Displays excellent presentation skills and demeanor. Encourages audience participation throughout and responds to audience questions and comments in a manner that shows understanding of topic in a broader context.	_____

	Project Documentation	No handouts for audience. Reference list only provided to instructor and contains excessive APA format errors.	Handouts available to audience but limited in content. Presentation reference list provided to instructor and audience limited in scope and contains few APA format errors.	Well-developed handouts for audience. Well-developed and extensive reference list with no APA format errors provided to instructor and audience members.	_____
Information Technology (Standard: 2.11)	PowerPoint Presentation	Slide content poorly developed, excessive, and/or with grammatical errors or errors in topic content.	Slide content adequately developed. Topic content appropriate. No typographical errors. Minimal use of borders and/or background features. Verbal presentation provides limited elaboration.	Slide presentation more than adequately developed. Content succinctly presented and without error. Content provides basis for elaboration during verbal presentation. Excellent and appropriate use of borders and/or background features.	_____
	Group Participation	Participation limited. Missed meetings. Contributed little. Tolerance for differences limited.	Adequate participation. Attended most meetings. Some contribution to discussions. Tolerance for differences shown. Limited leadership displayed.	Excellent participation. Attended all preparatory meetings. Well-prepared for group discussions. Located and shared support documents. Showed appropriate leadership as needed. Valued differences of opinion as a vehicle for adequate overview and development of project.	_____

| Evidence of Ability to Review and Apply Research and Use Technology (Standards: 2.9, 2.11) | Evaluation of Overall Program | **Unacceptable** **0 - 39 points overall** Review and presentation contain excessive errors, limited to factual knowledge, and show limited preparation. Limited competence in presenting and in use of technology displayed. Participation and tolerance for differences in opinion limited. No leadership shown. | **Acceptable** **40 - 44 points overall** Review and presentation contain few errors, reflect adequate preparation, but show unelaborated insight into implication/application of content. Presentation skills and use of technology adequate. Adequate group participation and tolerance for differences in opinion evidenced. Limited leadership displayed. | **Excellent** **45 – 50 points overall** Review and presentation reflect superior knowledge of content and ability to elaborate upon and integrate findings into broader context. Excellent use of technology. Excellent presentation skills showing ability to elicit and maintain audience participation. Well-prepared for presentation. Excellent group participation and leadership skills displayed. Differences of opinion valued. | Total Points Earned _____ **50** **U A E** **Note: Begin project with 5 points)** |

PSYCHOLOGY 509
Intelligence Testing

I. Course Description

Administration and interpretation of intelligence tests, including development and theoretical issues, with a focus on the Wechsler scales and Stanford Binet as well as other tests and methods. Three hours lecture and three hours laboratory. Prerequisites: PSY 451 and 515, and Approval of Department Head. (3 cr.).

II. Rationale

The ULM Interactive Learning Model to Prepare Learning Facilitators provides the framework supporting the College of Education professional programs. This integrative studies course interacts with and extends knowledge, skills, and experiences from PSY 451, supplements PSY 515, and helps build the foundation for PSY 511, 582, 591, and 592.

III. Course Objectives and Outcomes

The course is designed to enable students to:
A. Measure intellectual abilities of individuals between 2 and 23 years of age
B. Compare cognitive abilities across varying tests and subtests
C. Interpret and report diagnostic findings utilizing oral and written approaches
D. Generate for diverse populations appropriate decisions and recommendations based upon assessment data
E Determine the appropriateness of test use with minority and exceptional populations
F. Demonstrate the ability to make appropriate test modifications for diverse populations
G. Demonstrate and apply knowledge of ethical standards for psychological testing

IV. Primary Empirical Base

The primary empirical bases for the material in this course is the body of research on assessment and cognitive development.

V. Resources and Materials

The text adopted for this course is:
> Sattler, J. M. (2001). _Assessment of children: Cognitive applications (Fourth Edition)_. San Diego: Jerome Sattler Publishing, Inc.
> Sattler, J. M. (2004). _Assessment of children: WISC-IV and WPPSI-III supplement._ San Diego: Jerome Sattler Publishing, Inc.

Other major resources and materials for this course:
> Students will also be required to read manuals for each of the major tests discussed in class.
> Test kits and manuals will be provided for student use during the course

VI. Course Topics

Major topics to be considered are:
A. Theories and Definitions of Intelligence
B. Testing Procedures
C. Multicultural Considerations in Testing
D. Ethical Standards for Psychological Testing
E. Wechsler Intelligence Scale for Children-Fourth Edition (WISC-IV)
F. Stanford Binet-Fifth Edition (SB5)
G. Reynolds Intellectual Assessment Scale (RIAS)
H. Das-Naglieri: Cognitive Assessment System (CAS)
 I.   Kaufman Brief Intelligence Test (KBIT)
K. Nonverbal Measures
L. Report Writing

VII. Instructional Methods and Activities

Methods and activities for instruction include:
A. Traditional experiences
1. Lecture and class discussion
2. Video presentations and guest speakers (optional)
B. Clinical Experiences
1. Lab exercises (test administrations) and observations (peer)
2. Computer scoring
C. Field Experiences
1. Assessment of volunteers using tests studied in class

VIII. Evaluation and Grade Assignment

Methods of evaluation and criteria for grade assignment are:
A. Methods
1. Traditional assessment
   a. Knowledge Tests (1 midterm = 1/6 final grade & 1 final = 1/6 final grade)
   b. Average of 7 of 10 Test Administrations (1/6 final grade = 6 WISC-IV& 1 SB5; Note: 2 WISC-IV & 1 SB5 for feedback only) – See Class Policies (XB5b) for clarification of acceptable test administrations.
   c. Average of 6 Test Interpretations (1/6 final grade = 5 WISC-IV & 1 SB5)
   d. Average of 1 Observation and 2 of 3 Written Reports (1/6 final grade = 1 WISC-IV Observation & 2 WISC-IV Reports [1 WISC-IV report for feedback only])
   e. Knowledge Assessments (1/6 final grade = cumulative chapter quizzes)
2. Performance Assessment
   a. Instructor review of observed and/or video-taped test administrations
   b. Instructor review of peer reviews of test administrations with feedback

B. Grading scale

90 - 100 = A	60 - 69 = D	0 - 59 = F
80 - 89 = B	70 - 79 = C	

IX. Bibliography
The knowledge bases that support course content and procedures include:

Contemporary References (2000 through current)

Flanagan, D. P., & Kaufman, A. S. (2004). Essentials of WISC-IV assessment. New York: John Wiley & Sons.
Flanagan, D. P., & Ortiz, S. O. (2001). *Essentials of cross-battery assessment.* New York: John Wiley & Sons.
Groth-Marnat, G. (2003). *Handbook of psychological assessment* (4th ed). Hoboken, NJ: John Wiley & Sons.
Kaufman, A. S., & Lichtenberger, E. O. (2000). *Essentials of WISC-III and WPPSI-R assessment*. New York: John Wiley & Sons.
Roid, G. H. (2003). *Stanford-Binet Intelligence Scales, Fifth Edition, examiner's manual*. Itasca, IL: Riverside.
Roid, G. H. (2003). *Stanford-Binet Intelligence Scales, Fifth Edition, interpretive manual*. Itasca, IL: Riverside.
Roid, G. H. (2003). *Stanford-Binet Intelligence Scales, Fifth Edition, technical manual*. Itasca, IL: Riverside.
Roid, G. H., & Barram, R. A. (2004). *Essentials of Stanford-Binet Intelligence Scales (SB5) assessment.* New York: John Wiley & Sons.
Wechsler, D. (2003). *Manual for the Wechsler Intelligence Scale for Children – Fourth Edition*. San Antonio: The Psychological Corporation.

Classic References (_____ through 1999)

Bracken, B. A., & McCallum, R. S. (1999). The Universal Nonverbal Intelligence Test. Chicago: Riverside.
Danielson, G. I. (1991). An initial reaction to the WISC-III. *Communique*, 20 (4), 23.
Das, J.P.,& Naglieri J.A. (1995). *The Das-Naglieri Cognitive Assessment System*. Chicago: Riverside Publishing.
Das, J.P., Naglieri, J.A., & Kirby J.R. (1994). *Assessment of cognitive processes: The PASS theory of intelligence*. Needham Heights, MA: Allyn & Bacon.

Flanagan, D. P., Genshaft, J. L., & Harrison, P. L. (Eds.) (1997). *Contemporary Intellectual Assessment: Theories, Tests, and Issues*. New York: The Guilford Press.

Flynn, J. R. (1987). Massive IQ gains in 14 nations: What IQ tests really measure. *Psychological Bulletin*, 101, 192-21.

Glutting, J. J., McDermott, P. A., & Stanley, J. C. (1987). Resolving differences among methods of establishing confidence limits for test scores. *Educational and Psychological Measurement*, 45, 607-614.

Kaufman, A. S. (1990). *Assessing adolescent and adult intelligence*. Needham, MA: Allyn and Bacon.

Kaufman, A. S. (1994). *Intelligent Testing with the WISC-III*. New York: John Wiley & Sons.

Kaufman, A. S., & Kaufman, N. L. (1983). *K-ABC: Kaufman Assessment Battery for Children*. Circle Pines, MN: American Guidance Service.

Kaufman, A. S., & Lichtenberger, E. O. (1999). *Essentials of WAIS-III assessment*. New York: John Wiley & Sons.

McGrew, K. S. & Flanagan, D. P. (1998). *The Intelligence Test Desk Reference (ITDR): Gf-Gc Cross-Battery Assessment*. Boston: Allyn & Bacon.

Naglieri, J. A. (1999). *Essentials of CAS assessment*. New York: John Wiley & Sons.

Naglieri, J.A., & Das, J.P. (1985). *Das-Naglieri Cognitive Assessment System: Interpretive handbook*. Itasca, IL: Riverside Publishing.

Prifitera, A. & Saklofske, D. (1998). *WISC-III Clinical Use and Interpretation*. San Diego: Academic Press.

Sattler, J. M. (1993). <u>Assessment of children (Third Edition)</u>. San Diego: Jerome Sattler Publishing, Inc.

Silverstein, A. B. (1990a). Notes on the reliability of Wechsler short forms. *Journal of Consulting and Clinical Psychology*, 2, 3-11.

Thorndike, R. L., Hage, E. P., & Sattler, J. M. (1986). *Guide for administering and scoring the Stanford-Binet Intelligence Scale: Fourth Edition*. Chicago: Riverside Publishing.

Wechsler, D. (1991). *Manual for the Wechsler Intelligence Scale for Children-Third Edition*. San Antonio: The Psychological Corporation

Key Professional Journals

American Psychologist
Journal of Consulting and Clinical Psychology
Journal of Educational Psychology
Journal of Psychoeducational Assessment
Journal of School Psychology
Psych-Educational Assessment
School Psychology Review

X. Course Schedule and Policies
The course schedule and class policies are attached.

Instructor:	Jean Cottingham	**Class Room:**	Str 302 TT & Str 375 MW
Phone:	342-1348	**Class Time:**	9:30 am ʙ 10:45 am TT
Office:	Strauss 327	**Lab Time:**	3:00 pm ʙ 4:45 pm MW

Office Hours: **Mon.** 10:00am – 1:30pm   **Tue.** 11:00am – 12:30pm & 4:00pm – 5:00pm
                       Wed. 10:00am – 11:00am   **Thu.** 11:00am – 12:30pm & 3:30pm – 5:00pm

X.   Course Schedule and Policies

A. Tentative Schedule -- Fall 2006

Class	Topic	Assigned Readings & Due Dates
08-22	Introduction & Review of Syllabus	
08-24	*The Assessment Process*	Text Chapter 1
08-29	*Historical Survey & Theories of intelligence*	Text Chapter 5
08-31	*Procedural considerations*	Text Chapter 7
	Testing environment	
	Establishing rapport	
	Behavioral Observations	
	Standard administration & scoring practices	
	Examiner Characteristics	
09-05	*The Context of Assessment -- Factors Affecting Scores,*	Text Chapters 2, 3, 6, 7, 19 & 20
	Issues Related to Measurement, Diverse Populations,	
	Ethical Standards for Psychological Assessment	
09-07	continued	
09-11L	*WISC-IV Overview -- content; limitations & assets,*	Text Chapters 8-9 & Supplement
	administration, scoring	WISC-IV Manual & Kit
09-12	continued	
09-13L	continued	
09-14	WISC-IV in-class practice administration (*)	
09-18L	continued	
09-19	continued	
09/20L	Review administration Issues	
09/21	continued	
09/25L	WISC-IV scoring and interpretation	**WISC-IV Protocol 1 (*)**
09-26	continued	**WISC-IV Protocol 1 (*)**
09-27L	continued	
09-28	continued	
10-02L	continued	
10-03	continued	**WISC-IV Protocol 2**
10-04L	Report Writing – Components & general content issues	
10-05	*Fall Holiday*	
10-09L	Report Writing – Writing recommendations based upon	***WISC-IV Protocol 3*** **& P3 Interpretation**
	assessment data and knowledge of diverse populations	
10-10	MidTerm EXAM -- In-Class – Comprehensive to Date	
10-12	Continue with ethical assessment practice	Chapter 3 (NASP, APA, State Boards)
10-16L	WISC-IV Report Writing	***WISC-IV Protocol 4 &P4 Interpretation***
10-17	WAIS-III Overview	
10-18L	WISC-IV Observation	
10-19	WPPSI-III Overview	
10-23L	WISC-IV Observation	
10-24	Discuss Observations	
10-25L	Turn in Assignments	***WISC-IV Protocol 5 & P5 Interpretation***
		Report 1
10-26	SB5 *Overview -- content; limitations & assets,*	Handouts & SB5 Manual & Kit
	administration, scoring, interpretation, report writing	
10/30L	continued	***WISC-IV Protocol 6 & P6 Interpretation***
10/31	continued	***Report 2***

11-01L	continued	
11-02	continued	
11-06L	continued	*WISC-IV Protocol 7 & P7 Interpretation Report 3*
11-07	SB5 In-Class Administration (*)	
11-08L	continued	*WISC-IV Protocol 8 & P8 Interpretation*
11-09	continued	
11-13L	continued	**SB5 Protocol 1 (*)**
11-14	Nonverbal Assessment	
11-15L	Cognitive Assessment System (CAS) Overview	
11-16	Kaufman Assessment Battery for Children – II (KABC-2)	
11-20L	Reynolds Intellectual Assessment System Overview	*SB5 Protocol 2 & SB5 P2 Interpretation*
11-21	Kaufman Brief Intelligence Test – (KBIT-2) Overview	
11-22	*Holiday*	
11-23	*Holiday*	
11-28	Universal Nonverbal Intelligence Test (UNIT) Overview	
11-30	Review Ethical Standards for the Practice of Psychological Assessment	

12-05   **FINAL EXAM**   **Tuesday**   **10:00 am - 11:50 am**   **Comprehensive**

X. Course Schedule and Policies

B. Class Policies

1. **Attendance**

   Regular attendance is expected. Excessive absences compromise the integrity of the skills taught in this course. Therefore, students missing 5 or more classes and/or lab sessions will be required to research and write a paper on the topics covered during their absence.

2. **Assignments**

   Completed protocols, interpretations, and written reports are to be turned in at the beginning of the class session for the date on which the assignments are due. Late assignments will receive lower grades in accordance with the following schedule: 1 to 7 days, dropped 1 letter grade; 8 to 14 days, dropped 2 letter grades; 15 to 21 days, dropped 3 letter grades; etc. . .

3. **Examinations**

   The mid-term and final exams will be given on the scheduled dates. In the event of an emergency absence, the student shall immediately inform the instructor; present a valid, documented, verifiable excuse (university Aexcused@ absence); then take a written make-up exam at a date and time mutually convenient for the student and instructor within a calendar week of the student returning to class.

4. **Guidelines for Testing Subjects**

   a. Test administrations, interpretations, and written reports will be required as previously indicated.

   b. Additional administrations and interpretations may be requested if satisfactory proficiency is not achieved with the initial administrations.

   c. Every attempt should be made to diversify test subjects according to age, gender, ethnicity, sociocultural status, and disability(ies).

   d. All examinees must be volunteers unless prior permission to provide alternative testing is obtained from the instructor. Written parental permission must be obtained from examinees below the age of 18. Personal written permission must be obtained for all other examinees.

   e. Examinees and/or their parents are to be informed prior to test administrations of the nature of the feedback that will be provided. At no time will the exact test scores be reported to examinees or parents. Written reports will not be provided. A verbal report may be provided which describes general observations.

   f. You may not present yourself as a representative of the university for any purpose. It should be emphasized to examinees and parents that you are a psychologist-in-training and that the results you obtain are not necessarily accurate or reliable. Refer parents who press for more detailed information to the instructor.

   g. Attention should be given to the test environment. Testing rooms are available in the department and your use of these areas is encouraged. Testing rooms particularly are available during laboratory times assigned to this course. Instructor permission should be obtained in the event that testing is to be conducted elsewhere.

   h. Good friends, relatives, or their children are not good test subjects as they often expect and receive preferential treatment. They may make good subjects for fellow students and examinee exchanges are encouraged.

   i. The confidentiality of test results is to be maintained. As such, only the examiner, instructor, and graduate assistants are to access test protocols (or results presented in any other manner) for a specific examinee when the identity of the examinee is in jeopardy of exposure by such a disclosure. Thus,
      (1) Test reports and protocols should provide the examinee=s first name and initial of the surname only. Test protocols, interpretation forms, and reports will be numerically coded.

(2) Other demographic information (such as parents= names and addresses) should be obtained, but not recorded on the protocol in their entirety.

j. Examiners in training are expected to adhere to ethical standards for psychological assessment.

5.   Other guidelines

a. Reports are to be typed, double-spaced, and should follow the outline provided in class. A minimum of 3 written reports are required. Students who earn grades of A on these reports will not be required to complete additional reports. Students who earn grades of less than an A on any report must write an additional report until such time as 3 reports earning a grade of A are achieved. All graded reports will be counted toward the final grade.

b. A minimum number of test protocols for grading has been established with additional test administrations required for less than acceptable performance. Expectations for acceptable performance are (a) overall average of A for test protocols, (b) obtained scores reflect pattern of improvement, and (c) score of "Acceptable" or "Excellent" achieved on attached assessment rubric for two consecutive protocols.

c. *All materials that are checked and returned to students must be returned to the course instructor by the end of the semester to insure examinee confidentiality. Until such time as reports are turned in for the final time, care should be taken regarding their maintenance. An incomplete (I) will be awarded until all materials are processed with the instructor.*

d. A stopwatch is required during testing. A clip-board is recommended.

e. Protocols, interpretations, and written reports will be returned in a timely manner to facilitate corrections for subsequent administrations, interpretations, and reports.

f. When additional reports are required, they must be completed using previously obtained test information.

g. Continuous unsatisfactory test administration and scoring may result in the student being required to administer additional tests.

h The laboratory portion of this course will formally meet as indicated on the attached scheduled. Attendance at laboratory sessions is mandatory so please do not make alternate plans at these times.

Psychology 509 -- Intellectual Assessment
Rubric for Evaluating Test Administration and Interpretation

Student: _____   **Fall   20____**

Activity Type	Case Component	Unacceptable 0 points	Acceptable 3 points	Excellent 5 points	Points Earned
Data Collection: Consent to Test **(Standard: 2.1)**	Parent/Guardian Consent to Test Form	No consent form is obtained or reportedly obtained but is turned in after the protocol is processed.		Consent form is signed by parent prior to initiation of testing with all relevant information completed and the form is turned in with the test record.	_____
Data Collection: Standardized Procedures for Test Administration **(Standard: 2.1)**	Calculation of Chronological Age	Date of Birth used is inconsistent with Date of Birth on Parent Consent Form or Error occurs in age calculation.		Date of Birth on test record is consistent with Date of Birth on Parent Consent Form and examinee's chronological age is accurately calculated.	_____
	Start and Reverse Rules	Testing begins at inappropriate start point or reverse rule is not followed on one or more subtests.		Testing begins at appropriate start point and reverse rule is followed for all subtests administered.	_____
	Discontinue Rules	Testing stops on one or more subtests without meeting rule for discontinuing.	Persistent pattern in which testing stops beyond point at which discontinue rule met because of uncertainty about item scoring.	Testing stops at appropriate discontinue point for all subtests administered. Examiner discretion is appropriately used to extend discontinuation of a subtest for maintenance of rapport and test record has written documentation indicating the reason for going beyond specified discontinue point.	_____
Data Collection: Scoring **(Standard: 2.1)**	Subtest Item Scores	Multiple errors are evidenced.	No errors are noted on subtests with definitive response options and no more than three errors (e.g., missed "Q" or response differentiation inaccurate) are evident across core Verbal subtests. (*)	All items are scored accurately.	_____
	Subtest Raw Scores	Raw scores are miscalculated or errors are noted in transferring scores to summary pages for one or more subtests.	No raw score miscalculation is found other than that which result from miscue(s) with item scores on core Verbal subtests as noted above (*) and no errors are noted in transferring obtained raw scores to summary pages.	Raw scores for each subtest are calculated appropriately and are accurately transferred to summary pages.	_____

		Unacceptable	Acceptable	Excellent	
(Scoring continued)	Conversion of Raw Scores to Standard Scores	Errors are noted with table usage or in calculating summative scores.		Table usage is without error and all calculations necessary for deriving composite scores are accurate.	_____
Data Analysis: Score Interpretation **(Standard: 2.1)**	Derivation of Numeric Entries on Interpretation Work Form	Errors are noted in transference of scores to interpretation work form, table use, or calculations necessary to interpret results.		Transfer of scores to interpretation work form is accurate, numeric values are accurately extracted from appropriate tables, and all numeric calculations are accurately derived.	_____
	Determination of significance and meaningfulness	Inappropriate decisions are made for type of comparison and/or errors are noted with determination of strengths and/or weaknesses.	Appropriate decisions for comparisons are made and significant strengths and weaknesses are appropriately identified. Determination of meaningfulness (base rate) is not undertaken or occurs with error.	Appropriate decisions are made for type of comparisons and for determination of strengths and weaknesses. Determination of the latter includes consideration for both statistical significant and base rate.	_____
Technology **(Standard: 2.11)**	Computerized Scoring Programs	Obvious errors with data entry or with selection of scoring options are evident.	Discrepancies between computer-generated scoring form and hand-scored protocol indicate data entry has not been proofed.	No discrepancies are found between computer-generated scoring and hand-scored protocol.	_____

| **Evidence of Positive Impact on Students**

(Standards: 2.1, 2.11) | Evaluation of Overall Performance | **Unacceptable**
0 - 44 points overall
Testing and interpretation skills are inadequately developed. Knowledge deficiencies, lack of attention to test criteria and detail are noted, or excessive carelessness is evident. | **Acceptable**
45 - 47 points overall
Testing and interpretation skills are adequate. Procedures are followed with an occasional error scoring subjective material or determining meaningful strengths and weaknesses. | **Excellent**
48 - 50 points overall
Testing and interpretation skills are excellent. Procedures are followed; scoring is accurate; and determination of significant, meaningful strengths and weaknesses is appropriate. Overall, performance reflects attention to detail and accuracy. | **Total Points Earned**

50

U A E |

PSYCHOLOGY 511 – 3 hours
Individual Tests

Ross E. Keiser, Ph.D.   327 Strauss Hall   1342

9:30 TT, Strauss 265
Laboratory W, 2:30 – 4:30 Strauss 375 and/or as assigned

I. Course Description

This course is designed to prepare students to develop competent testing procedures. The emphasis will be on assessment of psychopathology. Test emphasized will the Comprehensive System Rorschach, Wechsler Intelligence Scales, Minnesota Multiphasic Personality Inventories, and the Millon Inventories. Additionally, clinical interviewing will be addressed.

II. Rationale

Psychological Testing is the traditional heart of Clinical and School Psychology, and it is the heart of the Psychometrics. The knowledge and skills developed in this course will build on what has been learned in Psychology 509, and will provide the foundation for advanced courses in psychological and psychoeducational assessment.

III. Course Objectives, Outcomes, and Standards

Students will learn to administer, score and interpret the tests noted above, and to report the results in a written and oral format. Students will be able to administer and score the tests with at least 95 percent accuracy, and to make accurate interpretations and intelligent presentations thereof. Students will learn and adhere to ethical standards for psychological assessment. Students will relate the test results to psychopathology as described in the Diagnostic and Statistical Manual (DSM).

IV. Resources and Materials)

The textbook is Exner, J. (2002). Workbook. Asheville: Rorschach Workshops.
Other major resources and materials include The *Journal for Personality Assessment,* DSM-IV, and Thorndike's *Measurement and Evaluation in Psychology and Education.*

V. Primary Empirical Base

The primary empirical base for this course is found in the *Journal for Personality Assessment,* in statistic textbooks, and in textbooks on psychological testing and measurement.

VI. Course Topics

The major topics to be considered are a) psychological test validity and b) reliability, c) current and d) classical research, e) proper techniques and dispositions, and f) consideration of diversity.

VII. Instructional Methods and Activities

Methods and activities for instruction include:

A. Traditional Experiences (e.g., 1. Lecture/Discussion; 2. Audio-visual Point Presentation; 3. Demonstration; 4. Drill
B. Clinical Experiences (e.g., Practice with classmates, student volunteers, and in vivo sessions in clinical settings, such as the Monroe Mental Health Center and LSU Medical Center E. A. Conway)
C. Field-Based Experiences: (3 hrs per week) (e.g., Clinical Experiences as above)

VIII. Assessment and Grade Assignment

The candidate will maintain an overall average of 80%, based on grading rubrics:

A. Methods
    1. Traditional Assessment
        a. Knowledge tests on testing procedures and ethics
        b. Written report on research data on tests used
    2. Performance Assessment
        a. Grading of testing protocols
        b. Grading of reports
        c. Observation of testing

B. Grading Scale

93 - 100 = A, 85 - 92 = B, 77 - 84 = C, 70 - 66 = D.

There will be two tests, one on ethics, and one on testing procedures and theory. These will each be 10 % of the grade.

There will be three research papers, each on a test, which will be assigned. This paper should include a comprehensive literature review. These will each be 10 % of the grade.

Ten test protocols will be assigned and graded. These will constitute 40% of the grade.

A final examination will be 10% of the grade. (Tuesday, 5/10, 10:00)

IX. Bibliography

Texts as above.
See attached.

X. Course Schedule

This will be presented in class and on the Blackboard utility. A test protocol will be due at the beginning of each Tuesday class.

Policies

Attendance and classroom etiquette:

Class attendance is expected. University policy will be followed.

Students missing a class for any reason will be required to submit a satisfactory research paper on the material covered in that class. Failure to do this will cause an incomplete grade to be assigned for the course. All absence papers will be submitted within 3 weeks.

Per department policy, recording devices are not permitted.

Per university policy, refreshments are not permitted in classrooms.

All testing must be conducted in Strauss Hall, *or under supervision in a clinical setting, and with the permission of the instructors before beginning*. No test materials may be removed from Strauss Hall. **A signed consent form must be obtained from the subject**. Friends and relatives of students are not to be tested under any circumstances. **All material will be held as confidential**. **Students will follow ethical standards of practice for psychological assessment.**

All students will obtain and maintain malpractice insurance before doing clinical work. This can be obtained very reasonably through the APA. Proof of insurance is required.

ANY DEVIATIONS FROM THE ABOVE WILL BE CONSIDERED TO BE THE EXPRESSION OF A DESIRE TO BE DROPPED FROM THE COURSE WITH A FAILING GRADE.

Students should present a professional image. It is necessary to observe appropriate standards of hygiene, grooming, and attire when conducting assessments. This is especially important when in a clinical setting. Casual business attire (slacks, dress shirt, and tie for men, slacks or skirt and blouse for ladies) is a minimal standard. Jackets are optional. Jeans, t-shirts, halter tops, sneakers, and so forth, are not acceptable. Attire should be modest. Tight or revealing clothing is not appropriate. We shall be going to work as professionals in a clinical/medical setting. We are not preparing to perform on MTV.

Psychology 515: Psychopathology
Fall, 2006

I. **Course Description** (3 credit hours): The manifestations of deviant behavior in individuals, and the principles and theoretical models used in the description and interpretation of psychological disorders. Emphasis is on the use and limitations of the diagnostic and statistical manual of mental disorders.

II. **Rationale**: The ULM Interactive Learning Model to Prepare Learning Facilitators provides the framework supporting the College of Education professional programs. This Content course interacts and extends knowledge, skills, and experiences from the undergraduate psychology program, supplements the graduate program, and builds the foundations for the rest of the graduate program in School and Psychometric Psychology. Content related to the conceptual framework permeates the course and is specifically evident in the Objectives and Outcomes listed below.

III. **Course Objectives and Outcomes:** This course enables students to examine manifestations of psychopathology and the principles and theoretical models used in the description and interpretations of behavioral disorders, with emphasis on the use, strengths, and limitations of the Diagnostic and Statistical Manual of Mental Disorders. The potential impact of psychopathology on learning and behavior will be examined.

Emphasis will also be placed on the role of psychology in promoting understanding of in the multifaceted etiology of psychopathology. Additional emphasis is also placed on the relevance of developmental, cultural, and biological individual differences in the acquisition and maintenance of abnormal behavior. These include genetic, familial, ethnic, systemic, and social causes of dysfunctional behavior, as well as an overview of medical and psychosocial treatments.

The course also explores the multi method assessment of psychopathology that is available to psychologists and how it uniquely contributes to the mental health team approach. Additional importance is placed on the interaction of biological and environmental interactions in successful treatment of abnormal behavioral clusters.

The course is designed to enable students to:

A. Gain an understanding of diverse theories of psychopathology and the origins of abnormal behavior.

B. Apply relevant theories of psychopathology to specific pathological syndromes with greatest emphasis on adult symptom development and impact.

C. Analyze and present clinical cases and to begin to learn to "think clinically", flexibility, and demonstrate a capacity to draw on a variety of clinical traditions.

D. Become familiar with empirically-based treatment, including medications.

IV. **Course Topics**: The major topics to be considered are:

Addictive Behaviors in Adults and Adolescents
Affective Disorders in Adults and Children
Antisocial Personality
Anxiety Disorders across the Age Spectrum
Assessment of Disorders, including Introduction to Psychological Testing
Biological and Sociocultural Roots of Psychopathology
Classification of Mental Disorders-Present and Historic
Community Norms and Concepts of Abnormality
Concepts of Psychopathology as Genetic and Cultural Phenomena
Cultural Diversity in Behavioral Expectations
Cultural Diversity in Standards for Sexual Behavior
Disorders First Noticeable in Childhood
Diverse Models and Traditions of Abnormal Behavior
DSM III - R and DSM – IV: Differences and Similarities
Ethics of Psychological Assessment and Intervention
Historical Roots of Psychopathology, Including 19th And 20th Centuries
Medications
Mental Retardation across Life
Neurophysiological Facets of Mental Disorders
Organic Disorders
Pathological Facets of Mental Disorders
Psychodynamic Facets of Mental Disorders
Psychoses
Roles of Cultural Diversity in Psychopathology
Schizophrenias in Adults and Children
Soft Spectrum Bipolar Disorders
Spectrum of Developmental Disorders
The Role of Psychology on the Mental Health Treatment Team
Treatment Evaluations and the Role of Psychology

Ancillary goals include the following:

Students will

A.   Begin to show a greater understanding of the biopsychosocial factors that contributing to the development of psychopathology and how they intermesh with psychological and social variables.

B.   Gain an understanding of ethical problems related to psychological and psychobiological treatment and demonstrate an understanding of the role of ethical codes in resolving these difficulties.

C.   Become sensitive to the abuses of medications for psychiatric disorders and alternatives for medication use available for a variety of disorders.

D.   Gain exposure to a variety of research topics in the area of psychopathology, so that the student can determine what area she or he may be interested in for a thesis.

E.   Understand how psychosocial factors can be utilized to empower people for prevention of psychopathology, by drawing on cultural and group-specific differences and strengths.

V. **Instructional Methods and Activities**:

A.   Traditional experiences: These experiences include lecture, discussion, and class presentations, with traditional tests. The Internet will be used throughout and it is expected that current discussions highlight new material presented from the Internet. The Internet will also be accessed for various exam/quiz requirements discussed below.

B.   Multimedia and audio video methods: Specialized training films that emphasize relevant psychopathology will be shown through out the semester. Additional multimedia material will include pedagogical illustrations, such as overheads, slides, PowerPoint presentations, graphs, and computer assisted media presentation.

C.   Internet Assisted Lecture Presentations: Depending on the ability of our classroom to assess the Internet, lectures will be supplemented with Internet-based material. Material will be drawn from current sources and include summaries of most recent research and of current controversies in psychopathology assessment and treatment.

D.   Online Component: All exams will be administered online. Please address any questions concerning grades to me through an online format so that we have a copy of them. Exams are administered and due the day they are listed and are timed. If you miss the exam for any reason, please see the discussion below.

VI. **Evaluation and Grade Assignment**:

A.   You will have one mid term and one final. They will both be composed of multiple choice and essay questions. The essay questions will be graded on the rubric, below.

B.   Letter grades: 91+ = A, 81+ = B, 71+ = C, 61+ = D.

C.   Rubric:
> a. 5 points=100%; An exceptional answer that is extraordinarily well articulated; it meets all of the requirements below and more. Typically, an answer of this type is convincing, concise, stylistically correct, and without any ambiguity regarding the writer's intentions. There are few or no grammatical or stylistic errors.

b. 4 points= 91% "A" grade. An answer of this quality would be well supported by logic, reason, and examples, superior organization. Examples are specific and unambiguous, however stylistic, clarity, coherence or other concerns keep it from the highest grade possible.

c. 3 points =81% "B" grade. An answer warranting this score shows good, though not exceptional mastery of material. Examples are adequate, though they may not necessarily fits the author's intentions as well as he or she thinks. Logic is usually clear and the author is able to demonstrate that she or he has mastered the material sufficiently.

d. 2 points= 71% "C" grade. This is an adequate answer with some flaws that are apparent to the critical or even casual reader. Examples may not support the arguments. There may be stylistic or coherence deficits. Typically, answers receiving the score start out strong and fade out into a much weaker response, for reasons that are usually not clear. There may be some difficulty following some portions of the authors' examples or logic, though the author's intent is clear.

e. 1 point= 61% "D" grade. This is an answer with serious gaps in knowledge, logic, or examples. It shows minimum exposure to the topic or that the author has not grasped the question. It may be too brief or may have missed the mark.

f. 0 points. An answer receiving no points shows minimal or no understanding of the material or of the question's relevance to the class.

VII. **Course Schedule and Policies**:

A. Late assignments will be accepted only under extraordinarily extenuating circumstances; it is not fair to the other students for others to be allowed extra time to complete work. An appropriate point deduction may be made usually- 5% percent per day.

B. I follow the University's policy regarding Incompletes. However, I discourage them for all but the most extraordinarily circumstances. If you are having trouble, try to let me know before hand and we may be able to work around the difficulties.

D. Schedule: See the schedule section on our web page.

E. Dual relationships are strictly unethical for psychologists. This means that it is unethical for a psychologist who is your instructor to also be your therapist. I am, however, available to discuss referral sources for a variety of mental health counseling options if the need arises. The ULM community and Monroe area has a number of excellent mental health services that we will discuss in class. Students are urged to take advantage of these resources.

F.   Because of the nature of the class, confidential information may be disclosed. For example, we may discuss clinical material involving real clients or patients. In this case, it is expected that everyone disguise any identifying information, so that no one is identifiable (exceptions are public or historic figures, as per the ethical codes of the American Psychological Association and the Helsinki Agreement on Human Rights).

VIII. **Textbook**:

A.   Required: American Psychiatric Association. (2000*). Diagnostic and statistical manual 4th edition, text revised. version*. Washington DC: Author.

B.   Supplimental: (Our library has all of these): Ammerman, R. T. (2006). *Comprehensive handbook of personality and psychopathology, Vol. 3*: John Wiley & Sons, Inc.

Andrasik, F. (2006). *Comprehensive handbook of personality and psychopathology: Vol. 2: Adult Psychopathology*: New York: John Wiley & Sons, Inc.

Butcher, J., Mineka, S., & Hooley, J. M. (2004). *Abnormal Psychology* (12th Ed.) Boston: Allyn & Bacon.

Cicchetti, D., & Cohen, D. J. (2006a). *Developmental psychopathology, Vol. 1: Theory and method (2nd ed.)*. New York: John Wiley & Sons, Inc.

Cicchetti, D., & Cohen, D. J. (2006b). *Developmental psychopathology, Vol. 2: Developmental neuroscience (2nd ed.)* New York: John Wiley & Sons, Inc.

Cicchetti, D., & Cohen, D. J. (2006c). *Developmental psychopathology, Vol. 3: Risk, disorder, and adaptation (2nd ed.)* New York: John Wiley & Sons, Inc.

Krueger, R. F., & Tackett, J. L. (2006). *Personality and psychopathology.* New York: Guilford Press.

Wiener, I. (2003). *Psychopathology: Case studies.* New York: John Wiley and Sons.

X. **Bibliography**:

        As many of these as possible will be placed on Blackboard, with permission of the Library (they determine what "fair usage" is). Otherwise, these will be available in the course reserve room.

A.   Contemporary (within the last three years)

Achenbach, T. M., Krukowski, R. A., Dumenci, L., & Ivanova, M. Y. (2005). Assessment of adult psychopathology: Meta-Analyses and implications of cross-informant correlations. *Psychological Bulletin, 131*(3), 361-382.

Akiskal, H. S., Akiskal, K. K., Lancrenon, S., & Hantouche, E. (2006). Validating the soft bipolar spectrum in the French National EPIDEP Study: The prominence of BP-II 1/2. *Journal of Affective Disorders, 96*(3), 207-213.

Antrop, I., Stock, P., Vert, S., Wiersema, J. R., Baeyens, D., & Roeyers, H. (2006). ADHD and delay aversion: the influence of non-temporal stimulation on choice for delayed rewards. *Journal of Child Psychology and Psychiatry, 47*(11), 1152-1158.

Canli, T. (2006). *Biology of personality and individual differences*: New York Guilford Press.

Carr, L. A., Nigg, J. T., & Henderson, J. M. (2006). Attentional versus motor inhibition in adults with attention-deficit/hyperactivity disorder. *Neuropsychology, 20*(4), 430-441.

Cohen, R. A., Hitsman, B. L., Paul, R. H., McCaffery, J., Stroud, L., Sweet, L., et al. (2006). Early life stress and adult emotional experience: An international perspective. *International Journal of Psychiatry in Medicine, 36*(1), 35-52.

Felde, A. B., Westermeyer, J., & Thuras, P. (2006). Co-morbid traumatic brain injury and substance use disorder: Childhood predictors and adult correlates. *Brain Injury, 20*(1), 41-49.

Gerke, C. K., Mazzeo, S. E., & Kliewer, W. (2006). The role of depression and dissociation in the relationship between childhood trauma and bulimic symptoms among ethnically diverse female undergraduates. *Child Abuse & Neglect, 30*(10), 1161-1172.

Goldstein, S. (2006). Current literature in ADHD. *Journal of Attention Disorders, 10*(2), 229-235.

Hantouche, E. G., & Akiskal, H. S. (2006). Toward a definition of a cyclothymic behavioral endophenotype: Which traits tap the familial diathesis for bipolar II disorder? *Journal of Affective Disorders, 96*(3), 233-237.

Happ, F., Booth, R., Charlton, R., & Hughes, C. (2006). Executive function deficits in autism spectrum disorders and attention-deficit/hyperactivity disorder: Examining profiles across domains and ages. *Brain and Cognition, 61*(1), 25-39.

Harder, V. S., Morral, A. R., & Arkes, J. (2006). Marijuana use and depression among adults: Testing for causal associations. *Addiction, 101*(10), 1463-1472.

Johnson, S. D., Striley, C., & Cottler, L. B. (2006). The association of substance use disorders with trauma exposure and PTSD among African American drug users. *Addictive Behaviors, 31*(11), 2063-2073.

Jonsdottir, S., Bouma, A., Sergeant, J. A., & Scherder, E. J. A. (2006). Relationships between neuropsychological measures of executive function and behavioral measures of ADHD symptoms and comorbid behavior. *Archives of Clinical Neuropsychology, 21*(5), 383-394.

Lara, D. R., Pinto, O., Akiskal, K., & Akiskal, H. S. (2006). Toward an integrative model of the spectrum of mood, behavioral and personality disorders based on fear and anger traits: I. Clinical implications. *Journal of Affective Disorders, 94*(1), 67-87.

Lefkowitz, E. S. (2004). Adolescent romantic relations and sexual behavior: Theory, research, and practical implications. *Journal of Social and Personal Relationships, 21*(4), 545-545.

Linden, M. (2006). Minimal emotional dysfunctions (MED) in personality disorders. *European Psychiatry, 21*(5), 325-332.

MacLean, W. E., Jr. (2006). Review of genetics of developmental disabilities. *American Journal on Mental Retardation, 111*(5), 384-386.

Maestro, S., Muratori, F., Cesari, A., Cavallaro, M. C., Paziente, A., Pecini, C., et al. (2005). Course of autism signs in the first year of life. *Psychopathology, 38*(1), 26-31.

Mahone, E. M., Powell, S. K., Loftis, C. W., Goldberg, M. C., Denckla, M. B., & Mostofsky, S. H. (2006). Motor persistence and inhibition in autism and ADHD. *Journal of the International Neuropsychological Society, 12*(5), 622-631.

Mannarino, A. P., Cohen, J. A., & Ammerman, R. T. (2006). Child sexual abuse. In *Comprehensive handbook of personality and psychopathology, Vol. 3.* (pp. 388-402). New York: John Wiley & Sons, Inc.

Masi, G., Perugi, G., Toni, C., Millepiedi, S., Mucci, M., Bertini, N., et al. (2006). Attention-deficit hyperactivity disorder--bipolar comorbidity in children and adolescents. *Bipolar Disorders, 8*(4), 373-381.

McIntyre, R. S., Soczynska, J. K., Bottas, A., Bordbar, K., Konarski, J. Z., & Kennedy, S. H. (2006). Anxiety disorders and bipolar disorder: A review. *Bipolar Disorders, 8*(6), 665-676.

Mond, J. M., Robertson-Smith, G., & Vetere, A. (2006). Stigma and eating disorders: Is there evidence of negative attitudes towards anorexia nervosa among women in the community? *Journal of Mental Health, 15*(5), 519-532.

Mundy, P., Sigman, M., Cicchetti, D., & Cohen, D. J. (2006). Joint attention, social competence, and developmental psychopathology. In *Developmental psychopathology, Vol. 1: Theory and method (2nd ed.).* (pp. 293-332): John Wiley & Sons, Inc.

Muris, P. (2006). Unique and interactive effects of neuroticism and effortful control on psychopathological symptoms in non-clinical adolescents. *Personality and Individual Differences, 40*(7), 1409-1419.

Nickel, R., & Egle, U. T. (2006). Psychological defense styles, childhood adversities and psychopathology in adulthood. *Child Abuse & Neglect, 30*(2), 157-170.

O'Donnell, M. L., Creamer, M., & Pattison, P. (2004). Posttraumatic stress disorder and depression following trauma: Understanding comorbidity. *American Journal of Psychiatry, 161*(8), 1390-1396.

Oltmanns, T. F., Martin, M. T., Neale, J. M., & Davison, G. C. (2007). *Case studies in abnormal psychology (7th ed.)* New York: John Wiley & Sons, Inc.

Scholten, M. R. M., van Honk, J., Aleman, A., & Kahn, R. S. (2006). Behavioral inhibition system (BIS), Behavioral activation system (BAS) and schizophrenia: Relationship with psychopathology and physiology. *Journal of Psychiatric Research, 40*(7), 638-645.

Schuetze, P., Lawton, D., & Eiden, R. D. (2006). Prenatal cocaine exposure and infant sleep at 7 months of age: The influence of the caregiving environment. *Infant Mental Health Journal, 27*(4), 383-404.

Sharma, V. (2005). Bipolar depression: The neglected realm of postpartum disorders. *Current Psychiatry Reviews, 1*(3), 325-329.

Sullivan, J. R., & Riccio, C. A. (2006). An empirical analysis of the BASC Frontal Lobe/Executive Control scale with a clinical sample. *Archives of Clinical Neuropsychology, 21*(5), 495-501.

Vattakatuchery, J. J. (2006). Drug treatment for psychotic depression. *British Journal of Psychiatry, 189*(4), 383-383.

Watson, D. (2005). Rethinking the mood and anxiety disorders: A quantitative hierarchical model for DSM-V. *Journal of Abnormal Psychology, 114*(4), 522-536.

Winstanley, C. A., Eagle, D. M., & Robbins, T. W. (2006). Behavioral models of impulsivity in relation to ADHD: Translation between clinical and preclinical studies. *Clinical Psychology Review, 26*(4), 379-395.

B.   More classic (Three or more years old).

Benjamin, L.S. (1996). *Interpersonal diagnosis and treatment of personality disorders* (2nd Ed.). New York: Guilford Publications.
Booth-Kewley, S., & Friedman, H. (1987). Psychological predictors of heart disease: A quantitative review. *Psychological Bulletin, 101,* 343-362.

Davis, G., & Leitenberg, H. (1987). Adolescent sex offenders. *Psychological Bulletin, 101,* 417-427.

Eagles, J. M. (2003). Racial discrimination and mental illness. *British Journal of Psychiatry, 182*(1), 77-77.

Faison, W. E., & Armstrong, D. (2003). Cultural aspects of psychosis in the elderly. *Journal of Geriatric Psychiatry and Neurology, 16*(4), 225-231.

Hooley, J. M. & Chung, R. (2003). Pain insensitivity in schizophrenia and bipolar disorder. In M. F. Lenzenweger and J. M. Hooley (Eds). *Principles of experimental psychopathology.* Washington, DC: American Psychological Press.

Kaylor, J., King, D., & King, L. (1987). Psychological effects of military service in Viet Nam: A Meta-analysis. *Psychological Bulletin, 102*, 257-271.

Marlatt, A. (1983). The controlled-drinking controversy. *American Psychologist, 38,* 1097-1112.

McCown, W., Johnson, J., & Shure, M. (Eds.). (1993). *The impulsive client: Theory, research, and application.* Washington DC: American Psychological Association Press.

McNally, R. J. (2003). Progress and controversy in the study of posttraumatic stress disorder. *Annual Review of Psychology*, *54*, 229-252.

McNally, R. J. (2003). Remembering *trauma*. Cambridge,   MA: Belknap Press/Harvard University Press.

Millon, T. (1998). Ann: My first case of borderline personality disorder. In R. P. Halgin & S. K. Whitbourne (Eds.), *A casebook in abnormal psychology: From the files of experts* (pp. 8- 22). New York: Oxford University Press.

Millon, T.(1994). *Manual for the Millon Clinical Multiaxial Inventory-III.* Minneapolis:

Nigg, J. T., & Goldsmith, H. H. (1994). Genetics of personality disorders: Perspectives from personality and psychopathology research. *Psychological Bulletin, 115*, 346-380.

Papp, L. A., Martinez, J. M., Klein, D. F., Coplan, J. D., Norman, R. G., Cole, R., deJesus, M. J., Ross, D., Goetz, R, & Gorman, J. M. (1997). Respiratory psychophysiology of panic disorder: Three respiratory challenges in 98 subjects. *American Journal of Psychiatry 154*, 1557-1565.

Paris, J. (1997). Childhood trauma as an etiological factor in the personality disorders. *Journal of Personality Disorders 11*, 34-39.

Pies, R. W. (1994). *Clinical manual of psychiatric diagnosis and treatment.* Washington DC: American Psychiatric Association.

Pini, S., Goldstein, R. B., Wickramatne, P. J., & Weissman, M. M. (1994). Phenomenology of panic disorder and major depression in a family study. *Journal of Affective Disorders, 30*, 257-272.

Rapoport, J. L. (1989). The biology of obsessions and compulsions. *Scientific American*, 83-89.

Robinson, D., Wu, H., Munne, R. A., Ashtari, M., Lavir, J. M. J., Lerner, G., Koreen, A., Cole, K., & Bogerts, B. (1995). Reduced caudate nucleus volume in obsessive-compulsive disorder. *Archives of General Psychiatry, 52*, 393-398.

Roy, A., Segal, N. L., & Sarchiapone, M. (1995). Attempted suicide among living co-twins of twin suicide victims. *American Journal of Psychiatry 152*, 1075-1076.

Schuckit, M. A. (1998). John's alcohol dependence: A casebook report. In R. P. Halgin & S. K. Whitbourne (Eds.), *A casebook in abnormal psychology: From the files of experts* (pp. 38-57). New York: Oxford University Press.

Schulkin, J. (1994). Melancholic depression and the hormones of adversity. A role for the amygdala. *Current Directions in Psychological Science, 3*, 41-44.

Smith, D. E. (1994). AA recovery and spirituality: An addiction medicine perspective. *Journal of Substance Abuse Treatment, 11*, 11-112.

Smith, G. T., Goldman, M. S., Greenbaum, P. E., Christiansen, B. A. (1995). Expectancy for social facilitation from drinking: The divergent paths of high-expectancy and low-expectancy adolescents. *Journal of Abnormal Psychology, 104*, 32-40.

Spanos, N. P. (1994). Multiple identity enactments and multiple personality disorder: A sociocognitive perspective. *Psychological Bulletin, 116*, 143-165.

Willerman, L., & Cohen, D. (1990). *Psychopathology.* New York: McGraw Hill.

XI. **Web Pages and Journals**:

A.   Grades will be posted on Blackboard, under the appropriate heading. We will
review how to use Library during the second week of class.

B.   Additional notes and syllabi, as well as other relevant web sites, information, and
changes in test schedules, if necessary, will be available at the class web site on
Blackboard.

C.   Major journals relevant to this class may be found in the Library and include

   Addictions
   Anxiety and Depression
   Archives of General Psychiatry
   Behavior and Neuroscience
   Behavioral Research and Therapy
   Biological Psychiatry
   British Journal of Addiction
   Canadian Journal of Psychology
   Journal of Abnormal Psychology
   Journal of Behavioral Therapy
   Journal of Child Psychiatry
   Journal of Clinical Psychology
   Journal of Cognitive Therapy
   Journal of Consulting and Clinical Psychology
   Journal of Developmental Psychology
   Journal of Family Therapy
   Journal of Personality Assessment
   Journal of Personality Disorders
   Journal of the Study of Traumatic Stress
   Personality and Individual Differences
   Psychiatry
   Psychological Bulletin
   Psychological Review
   Psychopathology and Behavioral Assessment
   Psychotherapy
   Schizophrenia Bulletin

   Websites relevant to this course are numerous. Some which have been helpful are
listed below:

   http://www.mentalhealth.com   (Mental Health Master Site)
   http://www.sccu.edu/psychology/amoebaweb.html
   http://www.cmhc.com
   http://www.psychwww.com (Psych Web Master Site)
   http://www.webweaver.net/psych   (Cyber-Psych)

http://www.uhs.bsd.uchicago.edu/dr-bob/mental.html
http://www.netpsych.com (This is an "omnibus" web site with a variety of different links) http://www.wjh.harvard.edu/psych/epp.html
 http://www.nmha.org   (National Mental Health Assoc.)
http://www.psych.org (American Psychiatric Assoc.)

We will make extensive use of one particular website that is very valuable. It will be referred as "**the biological website**" or the "biopsychiatry website" and is listed below.

http://www.biopsychiatry.com

This is a controversial, but extremely useful website, run by a web "guru". He or she provides a systematic critique of most of the diagnostic notions that are common by providing outstanding literature abstracts and linking them. This site is an essential stop for anyone wanting an overview regarding diagnoses, treatment options, or new developments in pharmacological treatments. I encourage people to "go there" and (after wading through the polemics about the enforcement of drugs of abuse) examine the linked references, which are outstanding.

Prior to each class, you are expected to read the descriptions of each syndrome or disorder that is to be discussed at the following two web sites:

http://www.nimh.nih.gov

http://allpsych.com/disorders/index.html

The first site is directed at consumers and non mental health practitioners, while the second is directed more toward mental health workers. Both follow the DSM IV.

PSYCHOLOGY 522
QUANTITATIVE METHODS

I. Course Description
Method of analysis of variance and covariance, multiple regression, significant parametric and nonparametric tests, and an introduction to experimental design. Two lectures and two hours lab per week.

II. Rationale
The ULM interactive Learning Model to prepare Learning Facilitators provides the framework supporting the College of Education and Human Development professional programs. This general studies course builds the foundation for Psychology 523 and supplements all future courses that require knowledge of statistical principles and application. Content related to the conceptual framework permeates the course and is evident in Objectives and Outcomes, Topics, Evaluation Methods, and Chapters of the textbooks.

III. Course Objectives and Outcomes
This course is designed to provide the student with a general overview of advanced univariate statistics including ANOVA, ANCOVA, correlation/regression, multiple regression, and various nonparametric statistics. The course is designed to allow the students to:
1. Carry out elementary statistical analysis on research data;
2. discuss the underlying theory of general parametric and nonparametric statistics;
3. display the necessary skills to critically analyze/evaluate the results of published psychological research;
4. display the necessary prerequisite skills for more advanced courses in statistics;
5. Gain competence in the use of computer programs in the analysis of data.

IV. Course Topics
A. Introduction
   1. Knowledge and Overview of Knowledge Maps
   2. Basic Research Methods
   3. Measurement
B. Steven's Model
   1. Nominal
   2. Ordinal
   3. Interval
   4. Ratio
C. Review of Basic Statistics
   1. Frequency Distributions
   2. Measures of Central Tendency

3. Measures of Variability
4. Skew and Kurtosis
D. Score Transformation
1. Percentile Rank
2. *z* score
3. Standard Normal Distribution

E. Probability & Hypothesis Testing
1. Logic of Proof
2. Null Hypothesis
3. Rival Hypothesis

F. *t* - test
1. Rationale
2. Computation
3. Design
4. Interpretation
5. Independent & Dependent Groups

G. Error Rates
1. Type I Errors
2. Type II Errors
3. Experimentwise Error
4. Per Comparison Error
5. Familywise Error

H. Anaylsis of Variance
1. Rationale
2. Computation
3. Design
4. Interpretation
5. N-way ANOVA
6. Post hoc Analyses
   a. Dunn's
   b. Duncan's
   c. Tukey's
   d. Sheffe's

I. Bivariate Correlations
1. Partioning Variance
2. Partial Correlation
3. Semipartial/ Part Correlation
4. Rationale
5. Computation
6. Design

7. Interpretation

J. Analysis of Covariance
      1. Partitioning Variance
      2. Rationale
      3. Computation
      4. Design
      5. Interpretation

K. Multiple Regression
      1. Partitioning Variance
      2. Rationale
      3. Computation
      4. Design
      5. Interpretation

L. Integration of Techniques

M. Univariate v. Multivariate Techniques(Survey – Briefly Discussed Only)
      1. Discriminant Analysis
      2. Canonical Correlation
      3. Multivariate Analysis of Variance
      4. Factor Analysis
      5. Latent Path Analysis

V. Instructional Methods and Activities

Methods and activities for instruction include:
A. Traditional Experiences:
      1. Lecture
      2. Demonstrations
      3. Discussion
B. Activities:
      1. Classwork
      2. Homework
      3. Computer experiences

VI. Evaluation and Grade Assignment

The method of evaluation and the criteria for grade assignment are:
A. Tests - a total of three tests and a comprehensive final examination will be given during the course of the semester.
B. Lab - a final grade will be given for the Lab.
C. Final Grade/ Scale - Your final grade will be the average of these five items.

      90% - 100% =   A
      80% - 89.5% =   B
      70% - 79.5% =   C
      60% - 69.5% =   D

0% - 59.5% =   F

VII.   Course Schedule and Policies (see attached)

VIII. Textbook
The textbooks needed for this course are:

Tabachnick, B., & Fidell, L. (2001). *Computer-Assisted: Research Design and Analysis.* Allyn and Bacon.

Jaccard, J., & Becker, M. A., (1997/2002). *Statistics for the behavioral sciences (3rd/4th ed).* Pacific Grove,
CA: Brooks/Cole

American Psychological Association. (1992). *Ethical principles of psychologists*
            And code of conduct. American Psychologist, 47, 1597-1611.

American Psychological Association. (2001). *Publication manual of the American*
            Psychological Association. New York: Author.

IX. Bibliography

Bruning, J.L., & Kintz, B.L. (1997). *Computational handbook of statistics* (4th
ed.). New York: Longman.

Cohen, B. (1995). *Explaining Psychological Statistics*. Pacific Grove, CA: Brooks/Cole.

Hays, W. (1988). *Statistics.* New York: Holt, Rinehart & Winston.

Lehman, R.S. (1991). Statistics and research design in the behavioral sciences. Belmont, CA: Wadsworth.

Pedhazur, E. (1997). *Multiple regression in behavioral research: Explanation and*
prediction. New York: Harcourt Brace.

SPSS Inc. (1988). *SPSSX User's Guide* (3rd ed.). Chicago:Author

Tabachnick B., & Fidell, L. (1996). *Using multivariate statistics* (3rd ed.). New York:
        Harper Row.

Classical References:

Kirk, R.E. (1982). Experimental design: Procedures for the behavioral sciences.
            Belmont, CA: Brooks/Cole.

Lindquist, E.F. (1953). Design and analysis of experiments in psychology and
education. Cambridge, MA: Riverside Press.

Siegel, S. (1956). Nonparametric statistics: For the behavioral sciences. New
            York: McGraw-Hill.

PSYCHOLOGY 523
Research Methods

I. Course Description
Research Methods. 3cr. Research techniques; collecting, processing, analyzing, and interpreting psychological research. Prerequisite: 315 or 316, and 522 (Formerly 521). Sp.

II. Rationale
The ULM Interactive Learning Model to Prepare Learning Facilitators provides the framework such as instruction and evaluation is incorporated through the course. Laboratory experiences involve use of statistical computer programs with pay data sets and Internet and E-mail access.

III. Course Objectives and Outcomes:
This course is designed to enable students to develop an understanding of:
A. Basic research techniques and skills including use of the computer in data entry and statistical analyses.
B. Basic statistical designs with emphasis on multivariate statistics.
C. Develop skills necessary to write a thesis proposal and other manuscripts in American Psychological Association (APA) style.

IV. Course Topics
The major topics to be considered are:
A. Introduction
    1. The scientific approach
    2. Hypothesis testing
    3. Probability, sampling
    4. Ethics in research
B. Research design
    1. Descriptive techniques
    2. Experimental research
    3. Correlational research
    4. Multivariate research
        a. Multiple regression
        b. Multivariate analysis of variance
        c. Discriminant analysis
        d. Canonical correlation
        e. Factor analysis and cluster techniques
C. Research methods
    1. Collection and analysis of data
    2. Communication of results
D. Specific topics described in text
E. The thesis process
F. APA style

V. Instructional Methods and Activities
Methods and activities for instruction include:
A. Traditional Experiences: Lecture/Class discussion
    1. Knowledge tests
    2. Written reports
B. Performance Assessment: Computer laboratory experiences

VI. Evaluation and Grad Assignment
The methods of evaluation and the criteria for grade assignment are:
A. Methods
    1. Traditional Assessment: Four knowledge tests over lecture/discussion and chapters from the text
    2. Performance Assessment: Computer assignments
    3. Thesis Proposal

4. Grading Scale
      A = 90-100%
      B = 80-89%
      C = 70-79%
      D = 60-69%
      F = 59 and below
Each examination and cumulative computer assignment grade makes up 20% of the final grade.

VII. Course Schedule and Policies (see attached)

VIII. Textbook
The textbooks adopted for this course are:

      American Psychological Association. (2001). _Publication manual of the American Psychological Association_ (5th ed.). Washington, DC: American Psychological Association.

      Tabachnik, B.G., & Fidell, L.S. (2001). _Using multivariate statistics_ (4th ed.). New York: HarperCollinsCollege.

      Guidelines for the preparation of field studies, theses, & dissertations. (1997).

IX. Bibliography
The knowledge bases that support course content and procedures include:

Contemporary References
Christensen, L.B. (1994). _Experimental methodology_ (6th ed.). Boston: Allyn and Bacon.

Hays, W.L. (1994). _Statistics_ (5th ed.). Fort Worth, TX: Harcourt Brace College.

Hult, C.A. (1996). _Research and writing in the social sciences_. Boston: Allyn and Bacon.

Jones, J.L. (1995). _Understanding psychological science_. New York: HarperCollinsCollege.

MC Burney, D.H. (1994). _Research methods_ (3rd ed.). Pacific Grove, CA: Brooks/Cole.

McGuigan, F.J. (1997). _Experimental psychology: Methods of research_ (7th ed.). Upper Saddle River, NJ: Prentice Hall.

Rosenberg, K.M., & Daly, H.B. (1993_). Foundations of behavioral research: A basic question approach_. Fort Worth, TX: Harcourt Brace Jovanovich.

Schweigert, W.A. (1994). _Research methods and statistics for psychology_. Pacific Grove, CA: Brooks/Cole.

Classic References
Badia, P., & Runyon, R.P. (1982). _Fundamentals of behavioral research._ Reading, MA: Addison-Wesley.

Kerlinger, F.N. (1986). _Foundations of behavioral research_. (3rd ed.). Fort Worth, TX: Harcourt Brace Jovanovich College.

Saslow, C.A. (1982). _Basic research methods_. Reading, MA: Addison-Wesley.

Shaughnessy, J.J., & Zechmeister, E.B. (1990). _Research methods in psychology_ (2nd ed.). New York: McGraw-Hill.

Key Professional Journals
Journal of Applied psychology
Psychometrica
American Statistics Index
The Analysis of Statistics
Estimates of School Statistics
JASA, Journal of the American Statistical Association
The Statistician
Proceedings of the Social Statistics
Section of the America Statistical Association
Stats: The Magazine for Students of Statistics

X. Course Schedule and Policies

Instructor: Dr. David Williamson   Phone: 342-1331
Office: Psychology Office – Strauss 314   Office hours: by appointment

Class Hours: 8:00 – 9:15 T/Th   Room: Strauss 340

Date	Topic
Jan. 17	Introduction
Jan. 19	Introduction
Jan. 24	Introduction to Computer Lab & Data Entry
Jan. 31	How to Read and ……….
Feb. 02	Review of Philosophy of Science
Feb. 07	Application of Data Inspection Technique
Feb. 9-21	Univariate Statistics – t-test
	Univariate Statistics – one-way ANOVA
	Univariate Statistics – two-way ANOVA
	Univariate Statistics – three-way ANOVA
	Univariate Statistics – Split Plot Designs
	Univariate Statistics – Ancova
	Univariate Statistics – Multiple Regression
Feb. 23	**EXAMINATION #1**
Feb. 28	*******MARDI GRAS*******
Mar. 02	Multivariate Statistics – Manova – one-way
Mar. 07	Multivariate Statistics
Mar. 09	Multivariate Statistics – Manova – two-way
Mar. 14	Multivariate Statistics
Mar. 16	Multivariate Statistics – Manova – three-way
Mar. 21	Multivariate Statistics
Mar. 23	Multivariate Statistics - Mancova
Mar. 28	**EXAMINATION #2**
Mar.30	Multivariate Statistics – Discriminant Analysis
Apr. 04	Multivariate Statistics
Apr. 06	Multivariate Statistics – Factor Analysis
Apr. 11	Multivariate Statistics
Apr. 14-21	*******SPRING BREAK*******
Apr. 25	Multivariate Statistics – Other Designs
Apr. 27	Multivariate Statistics
May 02	**EXAMINATION #3**
May 04	REVIEW
May 12	**FINAL EXAMINATION – 10:00 AM to 11:50 AM**

* Students must follow standard university attendance policies.

Special Education 505 Methods of Teaching Basic Subjects to Students with Mild/Moderate Disabilities

I. Course Description: This course is designed to develop competencies of educators in teaching basic skills to special needs students as well as developing appropriate intervention plans.

II. Rationale: The ULM Interactive Learning Model to Prepare Learning Facilitators provides the framework supporting the College of Education and Human Development professional programs and content related to the Conceptual Framework permeates the course and is evident in the Course Objectives and Outcomes Objectives 1-7, Topics A - E, and Chapters 1 - 12 of the text. This Professional Studies Course interacts with and extends knowledge, skills, and experiences from SPED 502 and SPED 503. The course addresses standards of the Louisiana Components of Effective Teaching (LCET) and Council of Exceptional Children (CEC) standards.

III. Course Objectives, Outcomes and Standards

Objectives This course is designed to enable Candidate to:	Conceptual Framework KSD	Assessment Strategies	LCET Standards	Specialty Standards CEC	State Standards	Mastery Level (I=Initial; M=Mastery; Ma=Maintenance
1. Describe the history, origin, and legal issues of special education.	K 5,6 S 5,6 D 5,6	VIII. A, C, D	IIIC1	CC1K1-10; GC1K3-7	1/ A 1,3	MA
2. Demonstrate an understanding of techniques for teaching students with disabilities in the areas of language, reading, spelling, written expression, math, and content and study skills.	K 2,3,4,5 S 3,4,5 D 3,4,5	VIII. A, B, F	IA3; IA4; IIC1; IIIB1	CC1K1, 4,9; GC1K1,2-7; CC5S1-14; CC2K1,6,7; GC2K1-6; GC3K1; GC3S1; CC5K4; CC6K1; GC6K1; CC9K1;	1/ A1,3,4a&b,5	M
3. Describe strategies to encourage family participation in the educational process.	K 5 S 5 D 2,5	VIII. E	VB1; VB2	CC9K1; CC10K1-4; CC10S2-5; CC5S13,14	1,4/ A 1,2,3,5	MA
4. Demonstrate an understanding of child find, tracking, and screening.	K 5,6 S 5,6 D 5,6	VIII. A, C	IIIA4; IIIC1	CC8K1-5; CC8S1-10; GC8K1-4; GC8S1-5; CC9K1	1/ A 1; B1	M
5. Exhibit knowledge of how to modify and adapt instruction and testing within a regular education program and a specially designed program.	K 1,5 S 1,5 D 1	VIII B, F	IA6; IIC1; IIIC1	CC4S1-6; GC4K1-7; GC4S1-16; CC5K1-10	1/ A 13,4a&b,5	M

6. Write behavioral objectives and IEP's, including transition plans as appropriate.	K1,2,3,4,5,6 S1,2,3,4,5,6, D1,2,3,4,5,6	VIII B	IA6; IIIC1; IIID2	GC5K3; CC7S10; GC7S3; CC4S6	1,2,3,4/ A 1,3; B 1,2	M
7. Develop an inclusion plan for meeting one student's special needs.	K1,2,3,4,5,6 S1,2,3,4,5,6, D1,2,3,4,5	VIII. E, F	IA6; IIIB1; IIIC1; IIID1; IIID4	GC5K3; CC7S10; GC7S3; CC3K1-5; CC4S1-6; GC4K1,2	1,2,3,4/ A1,3,4a&b,5 B 1,2	I

IV. Primary Empirical Base: The primary empirical base for this course is: Good, & Brophy, 1999; Hallahan, & Kauffman, 2002; Grant, & Sleeter, 1998; *Assessment of Children and Youth with Special Needs*, 2/e (2003). Repp, Alan C., and Horner, Robert H. (1999); Taylor, Ronald L. (2000); and Council for Exceptional Children (2002). *What every special educator should know: The international standards for preparation and certification of special education teachers;* INTASC Standards.

V. Proposed Resources & Materials: The textbook adopted for this course is: Mercer, C. & Mercer, A. (2001). *Teaching students with learning problems.* Merrill Printice Hall. Other major resources include: www.doe.state.la.us; www.ed.uiuc.edu/SPED/dcdt/; http://www.nichcy.org; www.CEC.SPED.org; *Snapshots* Video Series;

VI. Course Topics: The major topics to be considered are: A. Overview of the history and origins of special education with special emphasis on legal basis for special services; B. Multisensory Approaches; C. trategies for teaching content areas; D. Writing Behavioral Objectives; E.. Writing IEPs.; F. Develop an inclusion plan.

VII. Instructional Methods and Activities: Methods and activities for instruction include: A. Traditional Experience: 1. Lecture/discussion; 2. Demonstration; B. Clinical Experience: 1. Simulation/role playing; 2. Topical Debate; 3. Multimedia Presentations; 4. Journal Critique Presentations; C. Field-based Experiences: 1. Field Experiences: (10 hrs.); 2. On-site interviews with school district personnel, students, and parents; 3. Portfolios of adaptive instructional material and curricular materials. (Rubric used for A 2, B 2, 3).

VIII. Assessment and Grade Assignment:
Assessment Strategies (The candidate will maintain an overall average of 80%, based on grading rubrics, on all the following evaluative activities): A. Demonstrate knowledge of methods of teaching basic subjects to students with mild/moderate disabilities on two written exams (50%) B. Create and present two IEP's with environmental, material, teaching strategies, assessment accommodations and transition plans (if/as appropriate) for designated special needs addressed (5%); C. Locate from traditional and technologically advanced information bases the findings of research pertinent to methodology of basic content areas and present in multimedia presentations (10%); Research a topic to collaboratively present to the class in a panel debate format 10%); E. Synthesize in a written report and class presentation interview information from school administrator, teacher, parent, and student sharing viewpoints on special education practices (5%) F. Develop an inclusion plan for meeting one student's special needs in a general education classroom (20%).

IX. Course Schedules & Policies
>   Class 1   Orientation: Overview of the history and origins of special education. Legal basis for special services.

Class 2	Chapters 1-3 Strategies for teaching reading Multisensory Approach: Fernald
Class 3	Chapter 4 Chapter 5 Strategies for teaching spelling Multisensory Approach: Gillingham/Stillman
Class 4	Chapter 6 Chapter 7 Strategies for teaching written expression Multisensory Approach: Neurological Impress
Class 5	Chapter 7 Strategies for teaching math
Class 6	Chapter 8 Strategies for teaching reading
Class 7	Midterm Chapter 9
Class 8	Chapter 10 Present IEPs
Class 9	Multimedia Presentations Chapter 9 Chapter 10
Class 10	Multimedia Presentations Chapter 11 Chapter 12:
Class 11	Post (1) Journal Article Critique Respond to classmates critiques Material Analyses and reference
Class 12	Post (2) Journal Article Critique Respond to classmates critiques Material Analyses and reference
Class 13	Topical Debate Post Material Analyses and reference IEP presentation
Class 14	Post Material Analyses and reference Inclusion Plan
Class 15	Final Portfolio review

Class Policies

    1.   Attendance: Students will receive points per class attendance. Three tardies will count as one absence as well as leaving the class early three times. Students are expected to attend all class meetings; they are responsible for any academic information and work missed during their absence.

    2.   Assignments: All assignments are due on or before indicated dates. There will be a 5 point per class penalty for late assignments.

    3.   Make up tests: In the event of an emergency absence, the student is required to immediately inform the instructor. If there is a valid and acceptable excuse, the exam will be rescheduled.

X. Bibliography

The knowledge bases that support course content and procedures include:

Balajthy, Ernest and Lipa-Wade, Sally. (2003). *Struggling readers: assessment and instruction in grades K-6.* New York, NY: Guilford.

Belson, Sarah I. (2003). *Technology for exceptional learners: choosing instructional tools to meet students' needs.* Boston, MA: Houghton Mifflin.

Farrell, Michael. (2004). *Special Education Needs: a resource for practitioners.* Thousand Oaks, CA: Corwin.

Glasglow, Neal A. and Hicks, Cathy D. (2003). *What successful teachers do.* (3rd ed.). Thousand Oaks, CA: Corwin.

Good, Thomas L. & Brophy, Jere E. (2002. *Looking in* Classrooms (9th ed.). New York: Longman.

Hirsh, Rae Ann. (2004). *Early childhood curriculum: incorporating multiple intelligence theory, developmentally appropriate practice, and play.* Boston, MA: Allyn and Bacon.

Lerner, Janet. (2003). *Learning disabilities: theories, diagnosis, and teaching strategies.* Boston, MA: Houghton Mifflin.

Love, Nancy. (2002). *Using data/getting results: a practical guide for school improvement in mathematics and science.* Norwood, MA: Christopher-Gordon.

Raymond, Eileen B. (2004). *Learners with mild disabilities: a characteristics approach.* (2nd ed.). Boston, MA: Allyn and Bacon.

Roblyer, M.D. (2003). *Integrating educational technology into teaching.* (3rd ed.). Columbus, OH: Merrill/Prentice Hall.

Stone, Randi. (2004). *Best teaching practices for reaching all learners.* Thousand Oaks, CA: Corwin.

Stone, Randi. (2002). *Best practices for high school classrooms: what award-winning secondary teachers do.* (3rd ed.). Thousand Oaks, CA: Corwin.

Stone, Randi. (1999). *Best classroom practices: what award-winning elementary teachers do.* (5th ed.). Thousand Oaks, CA: Corwin.

The Council for Exceptional Children (1998 rev.). *What every special educator must know: The international standards for the preparation and certification of special education teachers.* Reston, VA: The Council for Exceptional Children.

Williams, Patricia A., Alley, Robert D., and Henson, Kenneth T. (1999). *Managing secondary classrooms: Principles and strategies for effective management and instruction.* Boston: Allyn and Bacon.

B. Classic References

Breen, Michael., and Fiedler, Craig R. (1996). *Behavioral approach to assessment of youth with emotional/ behavioral disorders: A handbook for school-based practitioners.* Austin, TX: PRO-ED.

Council for Educational Diagnostic Services (Spring, 1993). The knowledge and Skills needed by master teachers in the area of assessment. 20, (3). *Communique* p.3.

Council for Exceptional Children (1985). *Exceptional children.* (Special Issue: Curriculum-based assessment). Vol.52.

Council for Exceptional Children (1989). *Teaching Exceptional Children.* (Special Issue: Precision Teaching) Vol. 22 (3).

Council for Exceptional Children (2000). *What Every Special Educator Should Know: The Standards for the preparation and Licensure of Special Educators* (4th ed.).

Deno, S.L., & Fuchs, L.S. (1987). Developing curriculum-based-measures for data-based special education problem solving. *Focus on Exceptional Children.* Vol.19, pp. 1-16.

Deshler, Donald D., Ellis, Edwin S., and Lenx, B. Keith (1996). *Teaching Adolescents with learning disabilities: Strategies and methods.* (2 nd ed.). Denver, CO: Love.

Friend, Marilyn and Bursuck, William. (1996). *Including students with special needs: A practical guide for classroom teachers.* Boston: Allyn and Bacon.

Evans, S.S., Evans, W. H.., & Mercer, C.D. (1986). *Assessment for Instruction.* Boston: Allyn & Bacon.

Gable, R.A., & Hendrickson, J.M. (1990). *Assessing students with special needs: A sourcebook for analyzing and correcting errors in academics.* New York: Longman.

Howell, K.W., & Morehead, M.K. (1987). *Curriculum-based evaluation for special and remedial education.* Columbus, OH: Charles E. Merrill.

Wiener, J. (1986). Alternatives in the assessment of the learning disabled Adolescent: A learning strategies approach. *Learning Disabilities Focus.* Vol. 1, pp. 97-107.

C. Professional Journals

Behavioral Disorders; Diagnostique; Education and Training in Mental Retardation; Education and Psychological Measurement; Exceptional Children; Journal of educational Measurement; Learning Disabilities Focus; Learning Disabilities Research

Psychology 552 & 553
Behavior Modification and Lab

I. COURSE DESCRIPTION
Behavior Modification. 3 cr. Emphasis on theory and practice of modification of human
behavior.   Assessment lab 1cr.

II. RATIONALE
The "ULM Interactive Learning Model to Prepare Learning Facilitators" provides the framework
supporting the College of Education professional programs. This course extends knowledge of
behavior modification techniques first introduced in Psyc 301 and presents application of
behavioral learning principles learned in Psyc 507.

III.   Course Objectives, Outcomes, and Standards

Objective *This course is designed to enable candidates to:*	Conceptual Framework KSD	Assessment (referenced to VIII)	LCET	NCATE & State Standards	Mastery Level
A. Communicate the assumptions, ethical concerns, and criticisms of Behavior Modification.	K1,3,5 S1,2,5,6 D3,4	VIIIA & B	IIA1	1, 2 A1	M
B. Identify the characteristics of respondent (classical) conditioning and be able to apply the principles to the development of attitudes, emotions etc. in the school, home, and other settings.	K1,3,5 S1,2,5,6 D3,4	VIIIA & B	IIC1, IIC2	1, 2 A1 A2	M
C. Demonstrate knowledge of the key concepts in operant conditioning, including procedures for strengthening and weakening behavior, and managing stimulus control of behavior.	K1,3,5 S1,2,5,6 D3,4	VIIIA & B	IIA1, IIa2	1, 2 A1 A2	M
D. Assess behavior in applied settings.	K1,3,5 S1,2,5,6 D3,4	VIIIA & B	IIID1, IIID@	1, 2 A2	M
E. Develop and implement a behavior management program in an applied setting.	K1,3,5 S1,2,5,6 D3,4	VIIIA & B	IVA	1, 2 A2	M

IV. Primary Empirical Base: The empirical bases, for the material in this course, is the body of
research on behavioral management (Allinder, R.M., & Oats, R.G. 1997; Kazdin, A.E.
2001;McGill, G.G. 1999;Van Houten, R. 1998; Skinner, B.F. & Epstein, R., 1982)

V. Proposed resources and materials: Louisiana State Content Standards and Benchmarks,
2003-2004; journals of applied behavior analysis and management; and the following two
textbooks:
        Kazdin, A.E. (2001). Behavior Modification in Applied Setting (6th Edition). Pacific
Grove California: Brooks/Cole.
                Maples, E.G., & Santana, R. (1996). Designing a Behavior Management Program:
A Practioner's Guide. Dubuque, Iowa: Times Mirror Higher Education Group, Inc.

VI. COURSE TOPICS
A.	Behavior Modification
    1.	Subject matter
    2.	Assumptions
    3.	Ethical concerns
    4.	Criticisms
B.	Observing and Defining Behavior
    1.	Functional analysis of behavior
    2.	Methods of data collection
    3.	Graphing baseline data
    4.	Choosing target behaviors
C.	Respondent (classical) conditioning
    1.	Principles
    2.	Examples and applications
D.	Operant conditioning
    1.	General principles
    2.	Reinforcement
    3.	Punishment
    4.	Stimulus generalization and stimulus control
    5.	Extinction
    6.	Token economies
E.	Social Learning Theory
    1.	Modeling
F.	Bringing behavior under natural contingencies & other fading techniques
G.	The behavior management program
H.	Assessing a behavior management program

**VII.	Instructional Methods and Activities**
Methods and activities for instruction include:
A. Traditional experiences will include lectures and discussion.
B. Field-Based Experiences:
   1. Each student will be required to complete a 10-day behavioral assessment of a target behavior. Toward the end of the ten days, they will do a functional analysis (or anecdotal recording) of the assessed target behavior.
   2. Each student will develop a behavior management program.

**VIII.	Evaluation and Grade Assignment**
The methods of evaluation and the criteria for grade assignment are:
A. Students will be evaluated on the basis of:
   1. Traditional evaluation will include four cumulative tests.
   2. Performance evaluation will be the assessment project and a behavior management program(signature piece).
B. The four tests are worth 60% of final grade. The assessment and functional analysis are 10% of final grade and the behavior management program (signature piece) assignment is worth 30% of final grade.
Grading scale
  91 to 100 = A,	81 to 90 = B	70 to 80 = C

IX. Bibliography

The knowledge bases that support course content and procedures include:

A. Contemporary References (1991-1997)

Anderman, E.M., & Maehr, M.L. (1994). Motivation and schooling in the Middle Grades. *Review of Educational Research, 64*, 287-309.

Anderson, J.R. (1995). *Learning and Memory: An Integrated Approach.* New York: John Viley & Sons.

Burts, D.C., Hart, C.H., Charlesworth, R., DeWolf, D.M., Ray, J., Carnine, D.W. (1993). Effective teaching for higher cognitive functioning. *Educational Technology, 33*, 299-33.

Deci, W.L., Vallerand, R.J., Pelletier, L.C., & Ryan, R.M. (1991). Motivation and education: The self-determination perspective. *Educational Psychologist, 26*, 325-346.

DiLulio, J.J. (1997). W;hat the crime statistics don't tell you. Wall Street journal, Vol. CCXXIX, No. 5.

Duffy,G.G. (1993). Teachers' progress toward becoming expert strategy teachers. *Elementary School Journal, 94*, 109-120.

Gentry, W.D. (1999). *Anger-free. Ten basic steps to managing your anger*. New York: William Morrow.

Henggeler, S.W., Sschoenwald, S.K. Borduin, C.M., Rowland, M.D. & Cunningham, P.B. (1998). *Multisystemic treatment of antisocial behavior in children and adolescents*. New York: Guilford.

Striefel, S. (1998). How to teach through modeling and imitation (3nd ed).). Austin TX: Pro-Ed

B. Classic References

Allinder, R.M., & Oats, R.G. (1997). *Effects of acceptability on teacher's implementation of curriculum-based measurement and student achievement in mathematics computation*. Rase: Remedial and Special Education, 18, 113-120.

Atkinson, R.C., & Shriffrin, R.M. (1968). Human memory: A proposed system and its control processes. In K.W. spence & J.T. Spence (Eds.), *The Psychology of Learning and Motivation* (Vol.2, pp.89-196). New York: Academic Press.

Bandura, A. (1986). *Social Foundations of Thought and Action.* Englewood Cliffs, NJ: Prentice Hall.

Kazdin, A.E. (2001). *Behavior Modification in Applied Settings*, 6th Ed. Belmont, CA: Wadsworth.

McGill, G.G. (1999). *Establishing operations: Implications for the assessment, treatment, and prevention of problem behavior*. Journal of Applied Behavior Analysis, 32, 393-418.

Skinner, B.F. (1968). *The Technology of Teaching*. Englewood-Cliffs, NJ: Prentice-Hall. Skinner, B.F. & Epstein, R., 1982

Van Houten, R. (1998). *How to use prompts to initiate behavior*. Austin, TX: Pro-Ed.

C. Key Journals

Child and Family behavior Therapy
Behaviour Research and Therapy
Research in Developmental Disabilities
Journal of Applied Behavior Therapy

Instructor: Jean M. Low   Office: 363 Strauss   email: low@ulm.edu   phone: 342-1346
Office Hours: By appointment

Course Schedule

LECTURES & TESTS	READINGS
Assumptions	Chapter 1
Ethical concerns	Chapter 13
Criticisms of behavior modification	
Choosing target behaviors*	Chapters 3 and 4
Observing and Defining Behavior*	con't
Functional analysis of behavior*	con't
Methods of data collection*	con't
Graphing baseline data*	con't
Respondent (classical) conditioning**	Chapters 1 and 8
Principles **	
Examples **	
Therapies based on classical conditioning**	
Stimulus generalization and stimulus control**	
First test Monday, Feb. 12th.	
Principles of operant conditioning	Chapters 6, 7, 8, and 9
General principles	
Reinforcement	
Punishment	
Schedules***	
Differential reinforcement	
Extinction	
Modeling	
Token economies, contingency contracts, Premack Principle etc.	
Evaluating programs	Chapter 5
Second test Monday, March 19	**Will be cumulative**
Self-control Techniques***	
Bringing behavior under natural contingencies***	Chapter 12
Response Maintenance and Transfer of Training***	
Fading etc.***	
Discussion of your Behavior Management Programs	
Third test Monday, April 23	**Will be cumulative**
Cognitively Based Treatments	Chapters 10 and 11
Final exam Monday, May 7	**Will be cumulative**

*Material for Required Assessment Project

** Important part of designing a favorable environment in Behavior Management Program

 ***Important part of Fading

Class Policies

       Attendance policy: Roll will be taken every day and records will be kept. Excessive absences will be reported to the Dean of your college.

       Make-up Policy: Make-up tests will be allowed if the student has a legitimate excuse. Make-up tests will be arranged individually.

Signature Piece for Psychology 552
Designing a Behavior Management Program

Students must design a behavior management program to be handed in at the end of the semester. Use the Maples and Santana text as a guideline. The completed program must demonstrate full understanding of all techniques taught in class. The program must include the following sections:

Entering or presenting behaviors (see I. on rubric)
Present situation and relevant history (see I. on rubric)
Terminal behavior defined as target behaviors (see I. on rubric)
Baseline data, define measurement procedures (see II. on rubric)
Designing favorable environment, focus on stimulus control (see III. on rubric)
Reinforcing & response weakening procedures &/or classical techniques (see IV.)
Steps (see IV. on rubric)
Assessment and evaluation of progress (see II. on rubric)
Fading out procedures (see V. on rubric)

Remember, this Signature Piece is 30% of your final grade.

Rubric for Behavior Management Program

Scoring Criteria	Not acceptable. 0 points	Two or more aspects of task good. Up to 10 point	Several aspects are integrated. Whole has a coherent structure. 11 to 20 points.	Demonstrates professional expertise. 21 to 30 points.
I. Entering behaviors, descriptions of present situation and *choice of target behaviors.*				
II. Baseline measurement, assessment, and evaluation of program				
III. Stimulus control of environment				
IV. Operant and/or classical techniques.				
V. Fading out.				

Basic Psychotherapy
Psychology 571

Spring, 2007

I.   **Course Description** (3 credit hours): Theories and principles of psychodynamics and techniques employed in changing individual behavior.

II.   **Rationale**: The ULM Interactive Learning Model to Prepare Learning Facilitators provides the framework supporting the College of Education professional programs. This Content course interacts and extends knowledge, skills, and experiences from the undergraduate psychology program, supplements the graduate program, and builds the foundations for the rest of the graduate program in School and Psychometric Psychology. Content related to the conceptual framework permeates the course and is specifically evident in the Objectives and Outcomes listed below.

III.   **Course Objectives and Outcomes**: The course enables students to gain awareness and understanding of the theories and many of the techniques in dominant, empirically supported approaches to psychotherapy.

   The course is designed to:

   A. Expose students to historic and contemporary theories and methods of behavior change, including psychoanalytic, psychodynamic, humanistic, behavioral, cognitive behavioral, systemic, and contextual methodologies

   B. Integrate ethical thinking into basic comprehension of theories and methods of psychotherapy.

   C. Highlight alternatives to traditional psychotherapies that may be of greater value to people of certain ethnic, cultural, racial, religious, or other groups.

   D. Introduce students to the concepts of meta analysis and other outcome literature terminology.

   E. Emphasize theories and techniques of therapy with high risk populations, including people with ADHD, people with addictions, schizophrenia, depression, anxiety disorders, bipolar disorders, learning disabilities, eating disorders, personality disorders and adolescents.

   F. Discuss values, practical concerns, and problems associated with medication usage in psychotherapy.

IV.   **Course Topics**:

A.   The major topics to be considered are:

Addiction and therapy
Adolescent therapy
Arts therapies
Behavior therapies
Brief and time limited therapies
Clinical-legal issues in psychotherapy
Cognitive behavioral therapy
Constructivist and narrative approaches
Contributions of neuroscience to contemporary psychotherapy
Counseling and the therapeutic process
Cross cultural psychotherapy
Dual relationships
Eating disorders
Emotive therapies
Ethics of psychotherapy
Evidence based treatment of substance abuse disorders
Family therapy
Group therapies
Interpersonal therapy
Managed care
Medical patients and psychotherapy
Nonspecific factors in therapy
Placebos and psychotherapy
Professional boundaries
Psychoanalytic/psychodynamic therapy
Psychotherapy across the lifespan
Schizophrenia and psychotherapy
Sexual dysfunctions and psychotherapeutic approaches
Sexual orientation and psychotherapy
Theories and schools of psychotherapy
Supervision issues
Therapies for anxiety disorders
Therapies for mood disorders
Therapy for personality disorders

B.   Ancillary goals include the following:

1. Students will gain knowledge of the scientific use of medication in therapy.

2. Students will develop familiarity with the skills necessary for successful "nonspecific" therapy.

3. Students will gain a rudimentary understanding of the logic and terms in meta analysis.

4. Students will become aware of the costs of psychotherapy and social implications of present service delivery structure.

5. Students will be exposed to the basic requirements regarding adequate record keeping in psychotherapy and other legal issues.

V. **Instructional Methods and Activities**:

A. Traditional experiences: These experiences include lecture, discussion, and class presentations.

B. Video methods: These include VHS and DVD presentations of leading therapists and other practitioners performing psychotherapy and describing their work.

C. Online Component: All exams will be administered online. Please address any questions concerning grades to me through an online format so that we have a copy of them. Exams are administered and due the day they are listed and are timed. If you miss the exam for any reason, please see the discussion below. Some supplemental reading will also be placed on line, insofar as this does not violate copyright law, as determined by appropriate personnel at the ULM Library (see below).

VI. **Evaluation and Grade Assignment**:

A. Grading:

1. There will be one comprehensive final, which is 25% of your semester grade. The test will be completed in class and will involve you deciding the therapeutic treatment for treatments of choice for people with specific psychological or psychiatric problems. This will be graded on a five point rubric, discussed below.

2. There will be a take-home mid semester test. This test will involve you answering questions regarding various theories of psychotherapy and their techniques. Furthermore, you will be asked to construct several treatment plans, based on your existing knowledge and characteristics that will be discussed on the test, Answers will be judged on a five point rubric, discussed below. This will be 25% of your semester grade.

3. Students will originate individual presentations for class that concern any area of theory or practice of psychotherapy that they wish. The requirement is that the topic must be restricted to a population, problem, methodology, or other relevant issue that we have not sufficiently covered in class. This may include areas that you identify needing further research and you may present a hypothetical protocol for this agenda. This will be 25% of your semester grade.

4. Students will find and read one of the set of psychotherapy journals carried by our library or another local resource. You will complete a synopsis of the type of articles that

the journal usually publishes, whether they are empirically-based or theory driven, and for whom the journal would hold the greatest appeal. This discussion will include references and will be graded on a rubric, described below. This will be 25% of your semester grade.

B. Grading Scales:

1. Letter grades: 91+ = A, 81+ = B, 71+ = C, 61+ = D.

2. Rubric:
   a. 5 points=100%; An exceptional answer that is extraordinarily well articulated; it meets all of the requirements below and more. Typically, an answer of this type is convincing, concise, stylistically correct, and without any ambiguity regarding the writer's intentions. There are few or no grammatical or stylistic errors.

   b. 4 points= 91% "A" grade. An answer of this quality would be well supported by logic, reason, and examples, superior organization. Examples are specific and unambiguous, however stylistic, clarity, coherence or other concerns keep it from the highest grade possible.

   c. 3 points =81% "B" grade. An answer warranting this score shows good, though not exceptional mastery of material. Examples are adequate, though they may not necessarily fits the author's intentions as well as he or she thinks. Logic is usually clear and the author is able to demonstrate that she or he has mastered the material sufficiently.

   d. 2 points= 71% "C" grade. This is an adequate answer with some flaws that are apparent to the critical or even casual reader. Examples may not support the arguments. There may be stylistic or coherence deficits. Typically, answers receiving the score start out strong and fade out into a much weaker response, for reasons that are usually not clear. There may be some difficulty following some portions of the authors' examples or logic, though the author's intent is clear.

   e. 1 point= 61% "D" grade. This is an answer with serious gaps in knowledge, logic, or examples. It shows minimum exposure to the topic or that the author has not grasped the question. It may be too brief or may have missed the mark.

   f. 0 points. An answer receiving no points shows minimal or no understanding of the material or of the question's relevance to the class.

VII. **Course Schedule and Policies**:

A. Late assignments will be accepted only under extraordinarily extenuating circumstances; it is not fair to the other students for someone to be allowed extra time to complete work. An appropriate point deduction may be made-- usually 5% per day.

B. If you miss an exam for an unexcused reason, you are required to make up the credit for it by writing a 25 page paper regarding the material. This paper must include at least ten references formatted according to the current format of the American Psychological Association, discussed in class. One point will be deducted for each format mistake. Content will be graded by me and a third party.

C. Schedule: See the schedule section on our web page.

D. Dual relationships are strictly unethical for psychologists. This means that it is unethical for a psychologist who is your instructor to also be your therapist. I am, however, available to discuss referral sources for a variety of mental health counseling options if the need arises. The ULM community and Monroe area has a number of excellent mental health services that we will discuss in class. Students are urged to take advantage of these resources. Therapy helps everyone, especially the well.

E. Because of the nature of the class, confidential information may be disclosed. For example, we may discuss clinical material involving real clients or patients. In this case, it is expected that everyone disguise any identifying information, so that no one is identifiable (exceptions are public or historic figures, as per the ethical codes of the American Psychological Association and the Helsinki Agreement on Human Rights).

VIII. **Textbook**:

A. Require: Gabbard G, Beck, J, Holmes, J. (2005). *Oxford textbook of psychotherapy.* New York: Oxford University Press, USA.

This book is heavy reading! I strongly advise that every body keep up with the daily assignments. These may look small, typically two chapters for every class meeting. However, you will note the font size of this book is very tiny and the density of material is surprising. This is a very rich, although some times a difficult, comprehensive book.

B. Supplemental: There are no contemporary supplemental texts that meet the quality for this class. However, a good background for psychopathology, for people who might have forgotten some aspects of the DSM is

Kring, A. M., Davison, G. C., Neale, J. M., & Johnson, S. L. (2007). *Abnormal psychology (10th ed.)*: New York: John Wiley & Sons, Inc.

This book is available in the ULM stack and should be placed on course reserve.

IX. **Bibliography**

A. Contemporary (within the last three years)

Aleman, A., Medford, N., & David, A. S. (2006). Dissecting the cognitive and neural basis of emotional abnormalities. *Cognitive Neuropsychiatry, 11*(3), 193-197.

Chin, J. L. (2006). Asian culture and psychotherapy: Implications for East and West. *Cultural Diversity & Ethnic Minority Psychology, 12*(3), 592-594.

Davies, P. T., Winter, M. A., & Cicchetti, D. (2006). The implications of emotional security theory for understanding and treating childhood psychopathology. *Development and Psychopathology, 18*(3), 707-735.

Frueh, B. C., Cusack, K. J., Grubaugh, A. L., Sauvageot, J. A., & Wells, C. (2006). Clinicians' perspectives on cognitive-behavioral treatment for PTSD among persons with severe mental illness. *Psychiatric Services, 57*(7), 1027-1031.

Granerud, A., & Severinsson, E. (2006). The struggle for social integration in the community - the experiences of people with mental health problems. *Journal of Psychiatric and Mental Health Nursing, 13*(3), 288-293.

Keith, S. (2006). Advances in psychotropic formulations. *Progress in Neuro-Psychopharmacology & Biological Psychiatry, 30*(6), 996-1008.

Lambert, M. (2007). Presidential address: What we have learned from a decade of research aimed at improving psychotherapy outcome in routine care. *Psychotherapy Research, 17*(1), 1-14.

Lenz, G., Demal, U., Katschnig, H., Freeman, H., & Sartorius, N. (2006). Psychotherapy and quality of life. In *Quality of life in mental disorders (2nd ed.).* (pp. 231-245). London: John Wiley & Sons Ltd.

Leong, F. T., & Lee, S.-H. (2006). A cultural accommodation model for cross-cultural psychotherapy: Illustrated with the case of Asian Americans. *Psychotherapy: Theory, Research, Practice, Training, 43*(4), 410-423.

Lopez, S. J., Edwards, L. M., Pedrotti, J. T., Prosser, E. C., LaRue, S., Spalitto, S. V., et al. (2006). Beyond the DSM-IV: Assumptions, alternatives, and alterations. *Journal of Counseling & Development, 84*(3), 259-267.

Lutz, W., Leon, S. C., Martinovich, Z., Lyons, J. S., & Stiles, W. B. (2007). Therapist effects in outpatient psychotherapy: A three-level growth curve approach. *Journal of Counseling Psychology, 54*(1), 32-39.

Magnavita, J. J. (2006). Emotion in short-term psychotherapy: An introduction. *Journal of Clinical Psychology, 62*(5), 517-522.

Magnavita, J. J. (2006). In search of the unifying principles of psychotherapy: Conceptual, empirical, and clinical convergence. *American Psychologist, 61*(8), 882-892.

Oldham, J. (2006). Treating the whole person. *Journal of Psychiatric Practice, 12*(1), 1-15.

Olson, T. R., & MacGregor, M. W. (2006). Treating attachment pathology. *Canadian Psychology, 47*(2), 145-148.

Pfammatter, M., Junghan, U. M., & Brenner, H. D. (2006). Efficacy of psychological therapy in schizophrenia: Conclusions from meta-analyses. *Schizophrenia Bulletin, 32*, S64-s80.

Philippot, P., Baeyens, C. l., & Douilliez, C. l. (2006). Specifying emotional information: Regulation of emotional intensity via executive processes. *Emotion, 6*(4), 560-571.

Reed, G. L., & Enright, R. D. (2006). The effects of forgiveness therapy on depression, anxiety, and posttraumatic stress for women after spousal emotional abuse. *Journal of Consulting and Clinical Psychology, 74*(5), 920-929.

Roe, D., Dekel, R., Harel, G., Fennig, S., & Fennig, S. (2006). Clients' feelings during termination of psychodynamically oriented psychotherapy. *Bulletin of the Menninger Clinic, 70*(1), 68-81.

Rush, A. J. (2006). Special issue on therapeutics. *Biological Psychiatry, 59*(11), 1-1.

Russell, C. (2006). Empowering people with severe mental illness: A practical guide. *Research on Social Work Practice, 16*(4), 456-457.

Scott, A. B. (2006). Navigating women's mental health: A psychiatric perspective. *Psychology of Women Quarterly, 30*(2), 235-236.

Seligman, M. E. P., Rashid, T., & Parks, A. C. (2006). Positive psychotherapy. *American Psychologist, 61*(8), 774-788.

Silverstein, S. M., Uhlhaas, P. J., & Evans, R. B. (2004). Gestalt psychology: The forgotten paradigm in abnormal psychology. *American Journal of Psychology, 117*(2), 259-277.

Tashiro, T., & Mortensen, L. (2006). Translational research: How social psychology can improve psychotherapy. *American Psychologist, 61*(9), 959-966.

Trierweiler, S. J., Goodheart, C. D., Kazdin, A. E., & Sternberg, R. J. (2006). Training the next generation of psychologist clinicians: Good judgment and methodological realism at the interface between science and practice. In *Evidence-based psychotherapy: Where practice and research meet.* (pp. 211-238): Washington, DC: American Psychological Association.

Turner, R. J., Lloyd, D. A., & Taylor, J. (2006). Stress burden, drug dependence and the nativity paradox among U.S. Hispanics. *Drug and Alcohol Dependence, 83*(1), 79-89.

B.   Classic (More than three years old)

Beck, J.S. (1995). *Cognitive therapy*. New York: Guilford Publications.

Benard, H.S., & MacKenzie, K.R. (1994). *Basics of group psychotherapy*. New York: Guilford Publications.

Benedetti, G. (1980). Individual psychotherapy of schizophrenia. *Schizophrenia Bulletin*, 6(4), 633-638.

Betcher, R.W., & Pollack, W.S. (1993). *In a time of fallen heroes: The re-creation of masculinity*. New York: Guilford Publications.

McCown, W., Johnson, J., & Shure, M. (Eds.). (1993). *The impulsive client: Theory, research, and application.* Washington DC: American Psychological Association Press.

McNally, R. J., Bryant, R. A., & Ehlers, A. (2003). Does early psychological intervention promote recovery from posttraumatic stress? *Psychological Science in the Public Interest*, *4*, 45-49

Nathan, P. E. (1998). Practice guidelines: Not yet ideal. *American Psychologist, 53*, 290-299. Beck, A.T., Wright, F.D., Newman, C.F., & Liese, B.S. (1993). *Cognitive therapy of substance abuse*. New York: Guilford Publications.

Norcross, J. C. (1997). Emerging breakthroughs in psychotherapy integration: Three predictions and one fantasy. *Psychotherapy 34*, 86-90.

Robinson, L., Berman, J., & Neimeyer, R. (1990). Psychotherapy for the treatment of depression: A comprehensive review of controlled outcome research. *Psychological Bulletin, 108* 30-49.

Sable, P. (1997). Disorders of adult attachment. *Psychotherapy 34*, 286-296.

Sue, D. & Sue, D. (2002): *Counseling the culturally diverse: Theory and Practice 2nd Ed* New York: John Wiley and Sons.

XI. **Web Pages and Journals:**

A.   Major journals relevant to this class may be found in the ULM Library and include

> *American Journal of Psychotherapy*
> *American Psychologist*
> *Archives of General Psychiatry*
> *Behavioral Research and Therapy*
> *Child and Family Behavior Therapy*
> *Cognitive Therapy and Research*

European Journal of Psychotherapy, Counseling, and Health
Group Psychotherapy, Psychodrama and Sociometry
Journal of Abnormal Psychology
Journal of Affective Disorders
Journal of Behavioral Therapy
Journal of Clinical Psychology
Journal of Cognitive Therapy
Journal of Consulting and Clinical Psychology
Journal of Family Therapy
Journal off Cognitive Psychotherapy
Professional Psychology: Theory, Research, and Practice
Psychiatry
Psychoanalytic Psychotherapy
Psychoanalytic Quarterly
Psychological Bulletin
Psychological Review
Psychopathology and Behavioral Assessment
Psychotherapy
Psychotherapy Bulletin
Psychotherapy: Theory, Research, Practice, Training
Schizophrenia Bulletin

Some of these journals are available in electronic form only. If you have any questions, please consult with the ULM Library FAQ

   http://www.ulm.edu/library/faqex/FAQs.html

B.   Websites relevant to this course are not as numerous as they were a few years ago. Some which have been helpful for students in similar courses are listed below:

http://www.mentalhealth.com   (Mental Health Master Site)
http://www.sccu.edu/psychology/amoebaweb.html
http://www.psychwww.com (Psych Web Master Site)
http://www.webweaver.net/psych   (Cyber-Psych)
http://www.netpsych.com (This is an "omnibus" web site with a variety of different links)

If you find additional web sites that are helpful, please let the class know!

Schedule

	Topic	Readings (CH)	Films or video clips
Tuesday, January 16, 2007	Introduction		
Wednesday, January 17, 2007		1, 2	
Thursday, January 18, 2007	Major theories in therapy		
Friday, January 19, 2007			
Monday, January 22, 2007		3,4,5	Beck
Tuesday, January 23, 2007	Interpersonal and group therapies		
Wednesday, January 24, 2007		6,7, 8	Beck
Thursday, January 25, 2007	Family theories and interventions		
Friday, January 26, 2007			
Monday, January 29, 2007		9. 10	Wachtel
Tuesday, January 30, 2007	Art therapy and therapeutic integration		
Wednesday, January 31, 2007		11	Butz
Thursday, February 01, 2007	Cognitive-behavior theories and therapy for mood disorders		
Friday, February 02, 2007			
Monday, February 05, 2007		12	Gabbard
Tuesday, February 06, 2007	Psychodynamic therapy for mood disorders		
Wednesday, February 07, 2007		13	Wolpe
Thursday, February 08, 2007	Anxiety disorders -Mid term released		
Friday, February 09, 2007			
Monday, February 12, 2007		14	
Tuesday, February 13, 2007	Schizophrenia		
Wednesday, February 14, 2007		15, 20	Wachtel
Thursday, February 15, 2007	Eating disorders and somatoform		
Friday, February 16, 2007			
Monday, February 19, 2007	Mardi Gras		
Tuesday, February 20, 2007	Mardi Gras		
Wednesday, February 21, 2007	Mardi Gras		
Thursday, February 22, 2007			
Friday, February 23, 2007	Mid term due		
Monday, February 26, 2007		16	

Date	Topic	Reading	Video
Tuesday, February 27, 2007	Dissociative disorders and multiple personalities		
Wednesday, February 28, 2007		17, 18	
Thursday, March 01, 2007	Sexual disorders		
Friday, March 02, 2007			
Monday, March 05, 2007		19	McCown
Tuesday, March 06, 2007	Addictions		(Video listed as McCown are
Wednesday, March 07, 2007		21	Videos of the instructor performing
Thursday, March 08, 2007	Cluster A personality disorders		Therapy)
Friday, March 09, 2007			
Monday, March 12, 2007		22, 23, 34, 25	
Tuesday, March 13, 2007	Cluster B personality disorders		
Wednesday, March 14, 2007		26, 27, 28	McCown
Thursday, March 15, 2007	Cluster C personality disorders		
Friday, March 16, 2007			
Monday, March 19, 2007		29	McCown
Tuesday, March 20, 2007	Psychosocial therapies with children		
Wednesday, March 21, 2007		30	McCown
Thursday, March 22, 2007	Teens		
Friday, March 23, 2007			
Monday, March 26, 2007		31, 32, 33	
Tuesday, March 27, 2007	Life cycle issues		
Wednesday, March 28, 2007		34	
Thursday, March 29, 2007	Gender issues		
Friday, March 30, 2007			
Monday, April 02, 2007		35	McCown
Tuesday, April 03, 2007	Sexual orientation issues		
Wednesday, April 04, 2007		36	
Thursday, April 05, 2007	Theories of cross cultural		
Friday, April 06, 2007	Spring Holiday		
Monday, April 09, 2007	Spring Holiday		
Tuesday, April 10, 2007	Spring Holiday		
Wednesday, April 11, 2007	Spring Holiday		
Thursday, April 12, 2007	Spring Holiday		
Friday, April 13, 2007	Spring Holiday		
Monday, April 16, 2007		40. 41	
Tuesday, April 17, 2007	Ethical and legal issues		
Wednesday, April 18, 2007	Journal Reviews due	42, 43	
Thursday, April 19, 2007	Supervision, brief therapies		
Friday, April 20, 2007			

Monday, April 23, 2007		37, 38, 39	Lily Film
Tuesday, April 24, 2007	Research, Medications		
Wednesday, April 25, 2007			
Thursday, April 26, 2007	Presentations		
Friday, April 27, 2007			
Monday, April 30, 2007			
Tuesday, May 01, 2007	Presentations		
Wednesday, May 02, 2007			
Thursday, May 03, 2007	Presentations		
Friday, May 04, 2007			

PSYCHOLOGY 582
Psycho-Educational Diagnosis and Intervention

I. Course Description

PSYC 582: Psycho-Educational Diagnosis and Intervention. 3cr. Interpretation of individual and group educational tests with implications for the development of individual education programs and other intervention techniques. Prerequisite: 509 or 511 and Approval of Department Head.

II. Rationale

The ULM Interactive Learning Model to Prepare Learning Facilitators provides the framework supporting the College of Education professional programs. This Professional Studies course interacts with and extends knowledge, skills, and experiences from PSY 509 (Intelligence Testing) and PSY 511 (Individual Tests) supplements PSY 527 (School Psychology); and helps build the foundation for PSY 591 (Practicum in School Psychology) and PSY 592 (Internship in School Psychology).

III. Course Objective, Outcomes and Standards

Objective This course is designed to enable students to:	Conceptual Framework KSD	Assessment (referenced to VIII)	LCET	Specialty Standards NASP	NCATE/ State Standards		Mastery Level
1. Identify and conduct components of a psychoeducational and a psychodynamic assessment.	K1, 2, 4, 5 S1, 2, 4, 5	A.1, A.2	IA	2.1, 2.2, 2.3, 2.10	1.5 1.8 3.1	A.1 B.1	I
2. Integrate informal and formal assessments to determine individual student/client needs.	K4, K5, S4, S5	A.2	IIC, IIID	2.4, 2.6,	3.1 4.2	A.5 B.2	Ma
3. Design, monitor, and evaluate the impact of academic and behavioral interventions for diverse populations.	K3, K5, S3, S5, D3, D5	A.1, A.2	IIC, IIID	2.5, 2.7, 2.11	3.1 4.2	A.2 A.3	Ma
4. Integrate results and share evaluation procedures, rationale, and findings with colleagues.	K6, S6, D2, D6	A.2	IIID, VIB	2.10, 2.11	3.1 3.2	A.5	Ma

IV. Primary Empirical Base

The primary empirical base for this course is the wealth of information that has accumulated relative to the theory and practice of psychological and educational diagnosis and intervention.

V. Resources and Materials

The textbooks adopted for this course are:

Shapiro, E. S. (2004). *Academic Skills Problems: Direct Assessment and Intervention (3rd ed.)*. New York: Guilford.

Sattler, J. M. (2001). *Assessment of children: Cognitive applications* (4th ed.). San Diego: Jerome Sattler Publishing, Inc.

Reynolds, C. & Gutkin, T. (Eds.). (1999).   *The Handbook of School Psychology* (3rd ed.). New York: John Wiley & Sons.

VI. Course Topics:

The major topics to be considered are: consultation, problem identification and assessment of home/academic/clinical environment, curriculum-based assessment (CBA) and achievement testing, intervention design, implementation, progress monitoring, evaluation, and modification, and integrating/presenting results appropriate for use in a school or clinical setting.

VII. Instructional Methods and Activities:

Methods and activities for instruction include:

A majority of course activities will be student-led. As such, this course predominantly assumes a seminar format.

A. Traditional Experiences (e.g., 1. Lecture/Discussion; 2. Media Presentations)

B. Clinical Experiences (e.g., 1. Cooperative Group Assignments; 2. Student Oral/Media Presentations;
   3. Peer reviews)

C. Field-based Experiences (i.e., 1. Case Study data collection, analysis, and integration in school or clinical
   setting; 2. Completion of assessment activities in school/clinical setting)

VIII. Assessment and Grade Assignment

A. Methods:
   1. Traditional Assessment (i.e., knowledge tests).
   2. Performance Assessment (e.g., evaluation of individual case components, classroom presentations,
   technology use, evaluation of integrated case report)

B Grading Scale based on total points earned for all tests, assignments, and activities:
   A = 1000-900;   B = 899-800; C = 799-700; D = 699-600; F = 599 and below

IX. Bibliography

The knowledge bases that support course content and procedures include:

A. Contemporary References

Canter, A., Paige, L., Roth, M., Romero, I., & Carroll, S. (Eds.). (2004). *Helping children at home and school II: Handouts for families and educators.* Bethesda, MD: National Association of School Psychologists.

Jacob, S., & Hartshorne, T. (2003). *Ethics and law for school psychologists* (4th ed.). Hoboken, NJ: John Wiley and Sons.

Nitko, A. (2004). *Educational assessment of students* (4th ed). Upper Saddle River, NJ: Pearson, Merrill, Prentice Hall.

Thomas, A., & Grimes, J. (Eds.). (2002). *Best practices in school psychology-IV.* Bethesda, MD: National Association of School Psychologists.

Vernon, A. (2004). *Counseling children and adolescents* (3rd ed.). Denver: Love Publishing.

B. Classic

Bergan, J. R. & Kratochwill, T. R. (1990). *Behavioral consultation and therapy*. New York: Plenum Press.

Broden, M., Beasley, A., & Hall, R. V. (1978). In-class spelling performance. *Behavior Modification*, 2, 511-529.

Carver, R. P. (1974). Two dimensions of tests: Psychometric and edumetric. *American Psychologist, 29*, 512-518.

Das, J. P., Kirby, J. R., & Jarman, R. F. (1979). *Simultaneous and .successive cognitive processes*. New York: Academic Press.

Deno, S. L., & Mirkin, P. K., & Chiang, B. (1982). Identifying valid measures of reading. *Exceptional Children, 49*, 36-47.

Good, R. H., III, & Salvia, J. (1988). Curriculum bias in published, norm-referenced reading tests: Demonstrable effects. *School Psychology Review, 17*, 51-60.

C. Key Professional Journals

Journal of Education Psychology   *Journal of Special Education*
Journal of Learning Disabilities   *Psycho-Educational Assessment*
Journal of School Psychology   *School Psychology Review*

D. Online Resources

disciplinehelp.com   www.nasponline.org
interventioncentral.org   www.fcrr.org
reading.uoregon.edu   www.texasreading.org
www.safeandcivilschools.com

X. Course Schedule and Policies

A. Course Outline and Tentative Schedule - See Attached

B. Policies: The following activities are required to earn course credit.

1. Traditional Assessment

Knowledge tests (5 tests over assigned readings totaling 200 points)

Missed tests must be made up within 1 week of their originally scheduled date. A score of zero (0) will be assigned for all missed tests that are not made up within the 1-week period of time.

2. Performance Assessment (Project assignments to be completed/presented during the semester.) Students must gain parental permission to follow the educational/behavioral activities of one child consistently across the semester. The child used for this course cannot be under consideration for or in the process of referral for formal evaluation and possible alternative class placement.

Assignments are due at the beginning of designated class. **Assignments turned in after due dates will be assessed a penalty of 5 points per day late. Neither technology issues nor lack of understanding regarding the assignment will be accepted as an excuse for late/missed assignments. Students are responsible to clarify with the instructor all questions regarding assignments prior to the due date(s). All assignments must be turned in as a component of the final case, even if a score of zero was earned for individual assignments due to tardiness.** Required course activities and the possible points that may be earned for accurate completion of each assignment follow:

a. Interview cassette and 2-page written summary for Parent, Teacher, and Student interviews (25 points)

b. Summaries of both the observation and review of permanent products (25 points)

c. Curriculum Based Assessments and summary of results (You must complete an assessment in reading, math, and spelling even if all areas are not needed for your case. 100 points)

d. Design, (projected/actual) implementation, and evaluation of a case-relevant intervention (100 points)

e. Presentation/demonstration and written summary of 3 empirically supported interventions that include the following components: (100 points)

1) Description/demonstration of each intervention

2) Description of uses, strengths, and weaknesses associated with each intervention (i.e., appropriate populations/problems addressed by the intervention/limitations)

3) At least one recent reference relating to the empirical evaluation of the intervention.

4) Summary handout of all interventions for distribution to classmates

f. Achievement test presentation, written summary, and peer reviews (100 points)

1) Describe the test (author, publisher, cost, subtests, format, etc.)

2) Indicate appropriate age(s) and population(s) for the test.

3) Give standardization, reliability, and validity information.

4) Discuss and demonstrate administration/scoring procedures.

5) Discuss 2-5 recent studies relative to use of the test.

6) Review of and feedback to other students relative to their administrations of the achievement test selected for presentation.

g. Total peer review score for administration of all achievement tests presented in class (100 points)

h. Case appropriate Achievement/IQ/Personality test administration and interpretation (100 points)   .

i. Case presentations using PowerPoint format. All reports and presentations must address the following components: (50 points)

1) Reason for referral and background information.

2) Brief summary of interviews and observations.

3) Brief review of CBA (if administered), informal and formal test results

4) Interventions attempted and evaluation of results

5) Recommendations (classification & placement, if appropriate)

j. Final exam - Integrated written report for case study and submission of all course documentation (100 points)

Instructor: Dr. Veronica Evans Lewis   Office: 319 Strauss Hall Phone: 342-1332   email: vlewis@ulm.edu   Fall, 2006
Office Hours: Office Hours: M - 10am – 12 noon; T – 4:30 – 5:00 pm; W – 12 noon – 5:00 pm; TH – 9:30 – 11am, 3:15 – 4:15 pm; other times by appointment.

<div align="center">

TENTATIVE COURSE SCHEDULE AND OUTLINE

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	TOPIC	REQUIRED READING	QUIZ	ASSIGNMENT DUE	AFTER-CLASS ASSIGNMENT
Aug. 22	Introduction to course, Safety, Time management				Formalize Assignment for Case Study
Aug. 29	Consultation and Collaboration Review Problem Identification & Interview techniques	Reynolds - Chapter 23 Shapiro - Chapters 1 & 2	Yes		Select Achievement Test & Dates for Presentations
Sep. 5	Assessment of Academic Environment: Review of Permanent Products	Shapiro - Chapter 3 Reynolds- Chapter 15		Select Presentation Dates	Prepare Achievement Test Presentation; Conduct Observation
Sep. 12	CBA – Reading, Math Spelling, Written Language	Shapiro - Chapter 4 Sattler - Chapter 7	Yes	Observation Results Permanent Products Review	Make interview cassette tape
Sep. 19	Interventions and Progress Monitoring	Shapiro - Chapters 5, 6, 7	Yes	Interview Results (summary and tape)	Conduct CBAs; Begin Intervention Assignments
Sept. 26	Achievement Testing Recommendations/Remediation	Sattler - Chapters 17, 18 Reynolds - Chapters 25-26	Yes	CBA	Conduct Formal Testing Intervention Presentation
Oct. 3	Results Integration /Classification Achievement Test Presentation	PA Handbook (Bring to Class)	Yes	Achievement Test Summary (Due after presentation)	Administer Presented Test and submit to presenters
Oct. 10	Achievement Test Presentations	Shapiro – Chapter 8		Intervention Plan/evaluation of Results Achievement Test Summary (Due after presentation)	Administer Presented Tests and submit to presenters.
Oct. 17	Achievement Test Presentations			Achievement Test Summary (Due after presentation)	Administer Presented Tests and submit to presenters.
Oct. 24	Interventions Presentations			Formal Testing Results (Interventions due after presentation)	Begin Final Report and Case Presentation Information
Oct. 31	Interventions Presentations			Peer Evaluations for Achievement Tests (Interventions due after presentation)	
Nov. 7	Case Presentations				Collect and organize all case data for final submission.
Nov. 14	Case Presentations (Child Abuse Presentations – Must attend one at 11 or 12:30, Strauss 340)				Collect and organize all case data for final submission.
Nov. 21	Case Presentations				Collect and organize all course Documents
Nov. 28	Final Exam (Submit all materials for final case review and all course documents for secure storage)				

Psychology 582 Final – Educational Evaluation Case Study Rubric

Student: _____   **Fall   20____**

Activity Type	Case Component	Unacceptable 0 points	Acceptable 3 points	Excellent 5 points	Points Earned
Problem Identification: Data Collection & Analysis (2.1)	Referral Concerns	Referral source or basis for referral not indicated.	Referral source and basis for referral indicated.	Referral source and basis for referral indicated. Indication that referral question was clarified and narrowed to manageable and relevant concerns.	
	Screening	Case accepted without review of screening data.	Screening data collected, reviewed, and summarized.	Screening data collected, reviewed, and summarized. Potential implications of screening results on referral concerns indicated.	
	Review of Permanent Products	No collection or insufficient review of products.	Products collected and reviewed for each area of referral concern.	Products collected and reviewed for each area of referral concern. Unique and common elements (strengths, challenges, deficits) identified.	
Data Collection: Consultation, & Collaboration (2.2)	Teacher Interview(s)	No teacher interview(s).	Teacher interview(s) conducted. Relevant information obtained. Little or no probing of teacher responses.	Teacher interview(s) conducted. Relevant information obtained through probing and clarification of teacher responses. Collaborative relationship(s) evident, and problem consensus achieved. Potential for treatment integrity assessed.	
	Parent Interview(s)	No parent interview(s).	Parent interview(s) conducted. Relevant information obtained. Little or no probing of parent responses.	Parent interview(s) conducted. Relevant information obtained through extensive probing, clarification, and expansion of parent responses. Background data collected. Consensus achieved regarding priorities for concerns that have been identified.	
	Client/Student Interview(s)	No client/student interview(s)	Client/student interview(s) conducted. Relevant information obtained.	Client/student interview(s) gain(s) clarification of concerns, inconsistencies, and client/student desire for assistance. Relevant information obtained, and rapport established.	
	Classroom Observation	No observation in classes/situations identified as relevant concerns.	Observation in classes/situations identified as relevant concerns using systematic recording strategies.	Observation in classes/situations identified as relevant concerns using systematic recording strategies. Comparison data collected for other student(s) in the observation setting. Data collected is appropriate in type and duration.	
	Referral to Outside Professionals	Referrals are not made to outside professionals when warranted.	Appropriate referrals to outside professionals in areas of need. Referrals made in a timely fashion.	Appropriate referrals in all needed areas to outside professionals in a timely fashion. Evidence of consultation with outside professionals regarding screening/assessment needs.	
Data Collection: Informal Assessment & Analysis (2.3)	Curriculum-based Assessment	Assessment is incomplete or inappropriate to referral concerns.	Assessment is appropriate to curricula and referral concerns. Instructional level(s) identified. General concerns identified.	Assessment is appropriate to referral concerns and curricula. Instructional level(s) identified. Specific difficulties in each area of concern are identified. Unique and common elements identified across areas of concern.	
Intervention Planning, Monitoring, & Evaluation (2.4, 2.7)	Pre-referral Intervention	Case accepted without evidence of pre-referral intervention.	Appropriate pre-referral intervention evident. Data provided is insufficient to ascertain the integrity and effectiveness of the intervention.	Appropriate pre-referral intervention evident. Sufficient data provided to evaluate the integrity and effectiveness of the intervention. Insights gained regarding strategies that are acceptable for implementation in the classroom setting(s).	
	Intervention Plan	Inappropriate or unrealistic plan for identified concerns.	Intervention plan appropriate to concerns, realistic, and sufficient in duration.	Intervention plan appropriate to concerns, realistic, and sufficient in duration. Intervention monitoring, evaluation, and revision are expressed components of the plan.	

Activity Type	Case Component	Unacceptable 0 points	Acceptable 3 points	Excellent 5 points	Points Earned
Intervention Planning, Monitoring, & Evaluation (cont.)	Intervention Implementation and Monitoring	Little or no monitoring for progress or treatment integrity.	Minimal evidence of monitoring for both progress and treatment integrity. Minimal data collected.	Sufficient evidence of monitoring for both progress and treatment integrity. Data provided that enables assessment of intervention effectiveness.	
	Intervention Evaluation	Insufficient data for evaluation or conclusions inappropriate.	Intervention evaluation evident. Appropriate conclusions drawn. No expressed plan for revision or continuation.	Intervention evaluation evident. Appropriate conclusions drawn. Expressed plan for revision of ineffective intervention or continuation and expansion of effective strategies.	
Data Collection and Analysis: Formal Assessment (2.5)	Formal Assessment	Formal assessment conducted using inappropriate measures and/or strategies.	Formal assessment conducted using culturally appropriate measures and/or strategies. Carryover of data relative to educational needs is limited.	Formal assessment conducted using culturally appropriate measures and/or strategies. Data collected allow meaningful evaluation of strengths and needs in relationship to referral concerns and curriculum-based results. Relevance of data to educational setting is evident.	
	Analysis of Formal Assessment Data	Results reported but no evidence of synthesis.	Results reported, data analyzed and synthesized.	Results reported, data analyzed and synthesized. Comparison of formal and informal data provided. Possible educational implications and limitations of results are addressed.	
Data Synthesis, Collaboration & Consultation (2.2)	Results Integration	Incomplete results summary from all assessments and professionals	Results from all assessments and professionals summarized. Limited comparisons across assessments.	Results from all assessments and professionals summarized. Evidence of collaboration in conducting comparisons across assessments with consideration given for cultural concerns. Consistencies identified and discrepancies resolved.	
	Classification	Classification decision inappropriate to data collected.	Appropriate classification decision indicated based on data collected.	Appropriate classification decision indicated based on data collected. Summary rationale for decision provided based on local, state, and federal criteria.	
	Recommendations	Post-evaluation recommendations absent or unrelated to results.	Relevant post-evaluation recommendations provided.	Relevant post-evaluation recommendations provided. Clear relationship between post-evaluation recommendations, evaluation of interventions conducted prior to and during evaluation, and results of formal and informal assessments.	
Reporting Results	Report/ Written Language Skills	Report does not follow guidelines. Report contains excessive errors.	Report generally guidelines. Minimal errors in grammar and production. Some undefined jargon included.	Report follows established or provided guidelines. No deviations in format are evident or justifications for deviations are implicitly or explicitly evident. Minimal errors in grammar as well as format/production. Readability level appropriate for distribution to target audience.	
	Oral/PowerPoint Presentation.	Student reads most results and displays basic technology use in the presentation. No attention to time.	Student reads some sections and displays basic use of technology. Appropriate transitions and graphics. Text adequate in size and content. Adheres to time constraints.	Student only occasionally reads information during the presentation and displays advanced use of technology. Text is adequate in size and content. Transitions and graphics complement the topic being presented. Infuses video, sound, or timings as appropriate. Adheres to time constraints.	

Evidence of Positive Impact on Students	Evaluation of Overall Case	Unacceptable 0 - 49 points overall	Acceptable 50 - 79 points overall	Excellent 80 - 100 points overall	Total Points Earned
		Program deemed to be ineffective due to poor planning, implementation, or data collection and evaluation.	Evidence of positive impact reflected in at least one area of intervention implementation based on evaluation of results and recommendations.	Evidence of positive impact reflected in most areas of intervention implementation based on evaluation of results and recommendations. Accurate classification decision and useful recommendations provided for service provision and/or follow-up in the appropriate setting. Well implemented evaluation and clearly reported findings.	**100** **U A E**

Psychology 588-A
HIST/LEGAL/PROCEDURAL ISSUES

Fall 2006

I. **Course Description**
Topics in the history of school psychology, legal aspects, procedures of school psychology/exceptionalities, and behavioral observation (3cr.). This course is designed to provide an overview of the various issues described above as well as the types of observations used in the field of school psychology.

II. **Rationale**
The ULM Interactive Learning Model is used to prepare Learning Facilitators and provides the framework supporting the College of Education and Human Development professional programs. This course serves as a practical application of school psychology concepts in the school setting. It prepares candidates for activities that will be expected of them when they complete the program and begin the practice of school psychology.

III. **Course Objectives, Outcomes, and Standards**
This course will provide students with an understanding of the history of school psychology and major influences which have contributed to the evolvement of current educational practices relevant to the practice of school psychology. Discussions will emphasize legislative and legal mandates, including federal (IDEA) and state (Bulletin 1508) guidelines.

This course will provide students with an understanding of various types of observation systems used for data collection and analysis in the practice of school psychology and will allow students the opportunity to observe school-aged children in various school environments. The role of observation within the context of collaborative problem-solving to generate positive change at various service delivery levels will be emphasized.

In addition to observational systems, students will be introduced to other collaborative strategies that will to effect change at different service delivery levels in both school and non-school (e.g., home) settings. Within this context, accommodations and modifications will be discussed.

IV. **Primary Empirical Base**
The primary empirical base for this course is information related to the practice of school psychology in school settings.

V. **Resources and Materials**
The textbooks for this course are:
Reynolds, C. R., & Gutkin, T. B. (Eds.). (1998). *The handbook of school psychology*. (3ʳᵈed.). New York: John Wiley and Sons.

Thomas, A., & Grimes, J. (Eds.). (2002). *Best practices in school psychology – IV*. Bethesda, MD: NASP Publications.

VI. Course Topics
The major topics to be considered are: school psychology history; legislative and legal mandates, including current federal and state guidelines, which influence education procedures relevant to the practice of school psychology, behavioral observations, collaborative strategies, accommodations, modifications, assessing educational environments, and related services.

VII. Instructional Methods and Activities
Methods and activities for instruction include:
- A. Traditional experiences (e.g. 1. Lecture/Discussion, 2. Demonstration, 3. Overhead Projector)
- B. Clinical Experiences (e.g. 1. Student Presentations, 2. Journals, 3. Guest Speaker)
- C. Field-Based Experiences (e.g. 1. Field Experiences, 2. Case Studies)

VIII. Assessment and Grade Assignment
- **A. Methods**
  1. Traditional assessment (e.g. knowledge tests/quizzes/mid-term)
  2. Performance assessment (e.g. student presentation, observations)
- **B. Grading Scale**
  360-400 pts = A, 320-359 pts = B, 280-319 pts = C, 240-279 pts = D,
  0-239 pts = F
  ***12/12/06 Grades must be entered on line by faculty before 10:00 a.m.

IX. Bibliography
The knowledge bases that support the course content and procedures include:

A. Contemporary References
Cambron-McCabe, N., McCarthy, M., & Thomas, S. (2004). Public school law: Teachers' and Students' rights. (5th ed.). New York: Pearson.
Miller, L., & Newbill, C. (1998). Section 504 in the classroom: How to design and implement accommodation plans. Austin, TX: Pro-Ed, Inc.
Reynolds, C. R., & Gutkin, T. B. (Eds.). (1998). *The handbook of school psychology*. (3rd ed.). New York: John Wiley and Sons.
Thomas, A., & Grimes, J. (Eds.). (2002). *Best practices in school psychology – IV*. Bethesda, MD: NASP Publications.

B. Classic References
Fenell, D., & Weinhold, B. (1998). Counseling families: An introduction to marriage and family therapy. Denver, CO: Love Publishing Company.
Gorn, S. (Ed.). (1997). Special education dictionary. Horsham, PA: LRP Publications.

Goldstein, A., Harootunian, B., & Conoley, J. (1994). Student aggression: Prevention, management, and replacement training. New York: Guilford Press.

Sattler, J. (1988). Assessment of children (3rd ed.). San Diego: Jerome M. Sattler, Publisher Inc.

C. Key Journals

School Psychology Review
Journal of Psychoeducational Assessment
Today's School Psychologist
Idea Compliance Alert

X. Course Schedule and Policies

A. Tentative Course Schedule

Instructor: Pamela Smith   Office: 321 Strauss Hall
Phone: 388-3747, ext 3044 (work); 387-2932, ext 3004 (work); 323-9563 (home)
Office Hours: 4:45-5:30

TENTATIVE COURSE SCHEDULE

August 21, 2006	Introduction, safety, class policies Overview of History of School Psychology Introduction to indirect assessment, direct observation, indirect observation, effective problem solving teams
August 28, 2006	BP-IV, Ch. 63: Best Practices in the Systematic Direct Observation of Student Behavior; Specific Learning Disability; Emotional Disturbance; Relevant practice, accommodations, and modifications at different levels of service delivery
September 4, 2006	Holiday-No Class
September 11, 2006	SBLC, 504, IDEA and Bulletin 1508 regulations; court cases; assign student presentations
September 18, 2006	Handbook, Ch. 20: Effective Instructional Practices: Implications for Assessing Educational Environments
September 25, 2006	Mental Disability-Mildly Impaired; Relevant practice, accommodations, and modifications at different levels of service delivery; Handouts; Notes
October 2, 2006	Lecture (notes), continue from previous classes; review for mid-term exam
October 9, 2006	**Mid-term Exam (Comprehensive)**

October 16, 2006	BP-IV, Ch. 64: Best Practices in Functional Behavior Assessment for Designing Individualized Student Programs; IDEA Compliance
October 23, 2006	BP-IV, Ch. 41: Best Practices in School Consultation
October 30, 2006	Handbook, Ch. 18: APA Policy and Advocacy for School Psychology Practice; Comprehensive Exams for Graduate Students
November 6, 2006	Handbook, Ch. 80: Preventing Problems in Unstructured Situations; Response to Intervention (RTI)
November 13, 2006	Guest Speaker: Disproportionality (SLD, MMD, ED), Gifted; Notes, Handouts
November 20, 2006	Observations Due; Discussion of Observations
November 27, 2006	Discussion of Observations; Review for Final Exam
December 4, 2006	**Final Examination**

B. Class Policies

1. Regular attendance is expected.
2. **No make-up quizzes** will be allowed, so make every effort to attend class each week.
3. All students must have 10 hours of observations by November 20, 2006. Two hours must be at an elementary school. Two hours must be at a junior high school. Two hours must be at a high school. One hour must be in a self-contained setting and one hour in a gifted setting. The remaining two hours are at a location of your choice. You must sign in at each school you observe at. I **will** check to see if you actually attended these sites. You will be given a list of schools at which you may complete your observations.
4. Observations must be typed or clearly written.
5. Points will be earned by successful completion of a final comprehensive examination (150 points), pop quizzes (100 points total), student presentation (50 points), and observations (100 points), for a total of 400 possible points.

Psychology 588-B
Spring 2006
Syllabus

I. **Course Description**
Topics in school psychology and behavioral observation (3cr.). This course is designed to prepare candidates to administer and interpret curriculum-based assessments.

II. **Rationale**
The ULM Interactive Learning Model is used to prepare Learning Facilitators and provides the framework supporting the College of Education and Human Development professional programs. This course serves as a practical application of school psychology concepts in the school setting. It prepares candidates for activities that will be expected of them when they complete the program and begin the practice of school psychology.

III. **Course Objective, Outcomes, and Standards**
This course will provide intensive training in Curriculum Based Measurement (CBM). It will also instruct students in proper administration of CBM probes and providing interventions and recommendations to help assist in increasing academic ability in the classroom.

IV. **Primary Empirical Base**
The primary empirical base for this course is information related to the practice of school psychology in school settings.

V. **Resources and Materials**
The textbooks for this course are:
Reynolds, C. R., & Gutkin, T. B. (Eds.). (1998). *The handbook of school psychology*. (3rded.). New York: John Wiley and Sons.
Thomas, A., & Grimes, J. (Eds.). (2002). *Best practices in school psychology – IV*. Bethesda, MD: NASP Publications.
Wright, Jim. Curriculum Based Measurement Manual.

VI. **Course Topics**
The major topics to be considered are: curriculum based measurement, evaluations, IEPs, placement, related services, and behavior-related services.

VII. **Instructional Methods and Activities**
Methods and activities for instruction include:
   A. Traditional experiences (e.g. 1. Lecture/Discussion, 2. Demonstration, 3. Guest Speaker)
   B. Clinical Experiences (e.g. 1. Student Presentations)
   C. Field-Based Experiences (e.g. 1. Field Experiences, 2. Intervention Case Studies)

VIII. Assessment and Grade Assignment
　　A. Methods
　　　1. Traditional assessment (e.g. knowledge tests, written report)
　　　2. Performance assessment (e.g. administration of CBM, student presentation, implementation of interventions)
　　B. Grading Scale
　　　428-475 pts = A, 380-427 pts = B, 333-379 pts = C, 285-332 pts = D, 0-284 pts = F

IX. Bibliography
　　The knowledge bases that support the course content and procedures include:
　　A. Contemporary References
　　Cambron-McCabe, N., McCarthy, M., & Thomas, S. (2004). Public school law: Teachers' and Students' rights. (5th ed.). New York: Pearson.
　　Goldstein, A. (1999). The prepare curriculum (rev. ed.). Champaign, IL: Research Press.
　　Miller, L., & Newbill, C. (1998). Section 504 in the classroom: How to design and implement accommodation plans. Austin, TX: Pro-Ed, Inc.
　　Reynolds, C. R., & Gutkin, T. B. (Eds.). (1998). *The handbook of school psychology.* (3rd ed.). New York: John Wiley and Sons.
　　Thomas, A., & Grimes, J. (Eds.). (2002). *Best practices in school psychology – IV.* Bethesda, MD: NASP Publications.
　　B. Classic References
　　Fenell, D., & Weinhold, B. (1998). Counseling families: An introduction to marriage and family therapy. Denver, CO: Love Publishing Company.
　　Gorn, S. (Ed.). (1997). Special education dictionary. Horsham, PA: LRP Publications.
　　Goldstein, A., Harootunian, B., & Conoley, J. (1994). Student aggression: Prevention, management, and replacement training. New York: Guilford Press.
　　Sattler, J. (1988). Assessment of children (3rd ed.). San Diego: Jerome M. Sattler, Publisher Inc.
　　C. Key Journals
　　School Psychology Review
　　Journal of Psychoeducational Assessment

X. Course Schedule and Policies
　　A. Tentative Course Schedule
　　Instructor: Pamela Smith　　Office: 321 Strauss Hall
　　Phone: 388-3747, ext 3044 (work); 387-2932, ext 3004 (work); 323-9563 (home)
　　Office Hours: TBA

TENTATIVE COURSE SCHEDULE

January 18, 2006　　　　　　　Introduction, safety, class policies

January 25, 2006   An overview of curriculum-based assessment/Quiz

February 1, 2006   Administration and scoring of CBM probes

February 8, 2006   Administration and scoring of CBM probes

February 15, 2006   Handbook, Ch. 15: CBM and Other Performance-Based
                      Assessment Strategies

February 22, 2006   Best Practices in Using Curriculum-Based Measurement in a
                      Problem-Solving Model (Chapter 44, p. 671)

March 1, 2006   Best Practices in Designing, Implementing, and Evaluating Quality
                      Interventions (Chapter 33, p. 483)

March 8, 2006   Best Practices in Curriculum Based Assessment
                      (Chapter 56, p. 885)

March 15, 2006   Handbook: Ch. 24: Behavior Analysis: Theory and Practice in
                      Educational Settings

March 22, 2006   Student Presentations – Intervention Results

March 29, 2006   Student Presentations (continued)/CBM probes and written
                      summaries due

April 5, 2006   In-class internet activity related to interventions/early intervention

April 12, 2006   Continued/disproportionality, overrepresentation of students in
                      various areas/crisis

April 19, 2006   Handbook, Ch. 30: Secondary Prevention: Applications through
                      Intervention Assistance Programs and Inclusive Education

April 26, 2006   Best Practices in School Consultation (Chapter 41, p. 625)

May 3, 2006   Review for final examination

May 10, 2006   **Comprehensive Final Examination**

**Class schedule is subject to change with notice.

Psychology 588 C
Topics in School Psychology

I. Course Description:
This course is designed to address contemporary issues associated with the delivery of psychological services regarding the instruction in and practice of school psychology. The course may be repeated to enable students to explore a variety of topics which include: A. Legal Issues, B. Appraisal Systems, C. Diagnostic/Treatment Interventions, D. Behavioral Observation, E. Systems Evaluations, F. Atypical Development, H. Consultation, and I. Adaptive Behavior.

II. Rationale:
The NLU Interactive Learning Model to Prepare Learning Facilitators provides the framework supporting the College of education professional programs. This Specialty Studies course serves to allow exploration of specific topics of importance to the field of school psychology as the need arises. The course may be offered in response to student needs, changing practices within the field, or the desire to offer continuing educational opportunities for area practitioners. Each offering expands the knowledge typically acquired in more traditional courses relating to the field.

III. Course Objectives:
This course is designed to enable students to:
        A. Identify and observe the various roles of the school psychologist.
        B. Develop in-depth knowledge regarding a particular component for the school psychologist's responsibilities.
        C. Explore and assess the field of school psychology as a viable career option.
        D. Maintain knowledge of current trends relevant to the field.

IV. Course Topics:
The major topics to be considered are dictated by:
        A. The course option being taught during a specific semester.
        B. Collaboration between students and faculty regarding areas of need.
        C. Changes within the field of school psychology.

V. Instructional Methods and Activities:
Methods and activities for instruction may include:
        A. Lecture/discussion
        B. Guest Speakers
        C. Student Presentations
        D. Hands-on Activities

VI. Evaluation and Grad Assignment:
The methods of evaluation and the criteria for grade assignment are to be determined by the instructor who offers the course. As such, these requirements may differ by semester and by option.

VII. Course Schedule and Policies:
Students enrolled in this course will be required to complete a minimum of 45 class hours per semester. Specific schedule will be developed by the course instructor.

VIII. Textbook:
The text for this course will be determined by the instructor based on the topic chosen.

IX. Bibliography:
The knowledge bases which support course content and procedures will be determined according to the choice of topic.

I. Course Description
Topics in School Psychology. Behavioral Observation. 3 cr. This course is designed to provide an overview of the various types of probes given to students in the school setting.

II. Rationale
The ULM Interactive Learning Model to Prepare Learning Facilitators provides the framework supporting the College of Education and Human Development professional programs. This course serves as a practical application of school psychology concepts in the secondary school setting. It prepares candidates for activities that will be expected of them when they complete the program and begin the practices of school psychology.

III. Course Objectives, Outcomes, and Standards
This course will provide students with the knowledge of the various types of probes in the field of school psychology. This course will also allow students the opportunity to administer probes to school-aged children in various school environments.

IV. Primary Empirical Base
The primary empirical base for this course is information related to the practice of school psychology in school settings.

V. Resources and Materials
The textbooks for this course are:
Reynolds, C.R., & Gutkin, T.B. (Eds.). (1998). *The handbook of school psychology*. (3rd ed.). New York: John Wiley and Sons.
Thomas, A., & Grimes, J. (Eds.) (2002). *Best practices in school psychology – IV*. Bethesda, MD: NASP Publications.

VI. Course Topics
The major topics to be considered are: Curriculum Based Assessment, Curriculum Based Measurement, assessing educational environments, Reading, Math, Spelling, and Written Expression Probes.

VII. Instructional Methods and Activities
Methods and activities for instruction include:
A. Traditional Experiences (e.g., 1.Lecture/Discussion, 2. Demonstration)
B. Clinical Experiences (e.g., 1. Student presentations)
C. Field-Based Experiences (e.g., 1. Field Experiences, 2. Case Studies)

VIII. Assessment and Grade Assignment
A. Methods
   1. Traditional assessment (e.g., knowledge tests/quizzes)
   2. Performance assessment (e.g., student presentation)
B. Grading Scale
   360-400 pts = A, 320-359 = B, 280-319 = C, 240-279 = D, 0-239 = F

IX. Bibliography
The knowledge bases that support course content and procedures include:
A. Contemporary References
   Cambron-McCabe, N., McCarthy, M., & Thomas, S. (2004). Public school law: Teachers' and students' rights. (5th ed.). New York: Pearson.
   Miller, L., & Newbill, C. (1998). Section 504 in the classroom: How to design and implement accommodation plans. Austin, TX: Pro-Ed, Inc.
   Reynolds, C.R., & Gutkin, T.B. (Eds.) (1998). *The handbook of school psychology*. (3rd ed.). New York: John Wiley and Sons.
   Thomas, A., and Grimes, J. (Eds.). (2002). *Best practices in school psychology – IV*. Bethesda, MD: NASP Publications.

B. Classic References

    Fenell, D., & Weinhold, B. (1998). Counseling families: An introduction to marriage and family therapy. Denver, CO: Love Publishing Company.

    Gorn, S. (Eds.). (1997). Special education dictionary. LRP Publiscations: Horsham, PA.

    Goldstein, A., Harootunian, B., & Conoley, J. (1994). Student aggression: Prevention, management, and replacement training. New York: Guildford Press.

    Sattler, J. (1988). Assessment of children. (3rd ed.). San Diego: Jerome M. Sattler, Publisher, Inc.

C. Key Journals

School Psychology Review
Journal of Psychoeducational Assessment

X. Course Schedule and Policies
A. Tentative Course Schedule
Instructor: Pamela Smith   Office: 321 Strauss Hall
Phone: 388-3747 (work); 387-2932, ext. 3004 (work); 323-9563 (home).
Office Hours: TBA

TENTATIVE COURSE SCHEDULE

January 26, 2005	Introduction, safety, class policies
February 2, 2005	The Handbook of School Psychology (chapter 15) Curriculum-Based Assessment and Other Performance-Based Assessment Strategies
February 9, 2005	Mardi Gras Holiday
February 16, 2005	Curriculum Based Measurement (Chapter 1)
February 23, 2005	Curriculum Based Measurement (Chapter 2)
March 2, 2005	Curriculum Based Measurement (Chapter 3)
March 9, 2005	Curriculum Based Measurement (Chapter 4)
March 16, 2005	Curriculum Based Measurement (Chapter 5)
March 23, 2005	Student Presentations
March 30, 2005	Spring Holidays
April 6, 2005	Notes, Handouts
April 13, 2005	Notes, Handouts
April 20, 2005	Notes, Handouts
April 27, 2005	Review for Final Examination
May 4, 2005	Comprehensive Final Examination

B. Class Policies
1. Regular attendance is expected.
2. No make-up quizzes will be allowed, so make every effort to attend class each week.
3. All students must prepare and present an article on a probe (of your choice). This article must be approved by instructor in advance.
4. Points will be earned by successful completion of a final comprehensive examination (150 points), pop quizzes (100 points total), student presentation (100 points-article 50 points, presentation 50 points), probes (100 points) for a total of 450 possible points.

Psychology 591

Practicum in Psychological Services

I. **Course Description:** PSYC 591 - Practicum in Psychology. 1-6 cr. Maximum, 6 cr. Supervised experience in various fields of psychology. Prerequisite: Approval of Department Head

II. **Rationale:** The ULM Interactive Learning Model to Prepare Learning Facilitators provides the framework supporting the College of education professional programs. This Field Experience bridges the student's formal educational experiences with limited practical application prior to initial entry into the profession. Close supervision on-site as well as by university personnel insures that the student experiences a broad range of activities consistent with prior training and orientation.

III. Course Objective, Outcomes and Standards

Objective This course is designed to enable students to:	Conceptual Framework KSD	Assessment (Referenced to VIII)	Speciality Standards NASP	NCATE Standards	Mastery Level
1. Design remediation and intervention strategies appropriate for diverse clients in a variety of settings.	K3, K5, K6, S3, S5, S6, D3, D5, D6	A.1	IA	2.3, 2.4, 2.5, 2.7, 2.11	I
2. Demonstrate knowledge of evaluation and consultation skills in the performance of professional responsibilities.	K1, K6, S1, S6, D1, D6	A.1	IIC, VA	2.2, 2.8, 2.10	I
3. Demonstrate knowledge of data integration skills and communication of results to appropriate individuals.	K1, K4, K6, S1, S4, S6, D1, D2, D4, D6	A.1	IIID, VB	2.1, 2.5, 2.9, 2.10, 2.11	I
4. Identify, observe, and experience the various roles of the school psychologist.	K, S, D	A.1	2.1 - 2.11	1, 2, 3, 4, 5	I
5. Develop in-depth knowledge regarding a particular component of the school psychologist's responsibilities.	K, S, D	A.1	2.1 - 2.11	1, 2, 3, 4, 5	I
6. Explore the field of school psychology and assess your skills for a viable career.	K, S, D	A.1	2.1 - 2.11	1, 2, 3, 4, 5	I
7. Develop knowledge of current trends relevant to the field.	K, S, D	A.1	2.1 - 2.11	1, 2, 3, 4, 5	I

IV. **Primary Empirical Base:** The primary empirical base for this course is the wealth of information that has accumulated relative to the theory and practice of school or clinical psychology.

V. **Resources and Materials:**
The textbook adopted for this course is:
> Vernon, Ann (2004). *Counseling Children and Adolescents* (3rd ed.). Denver, CO: Love Publishing Company.

Other major resources include:
> Pupil Appraisal Handbook - Bulletin 1508 (2000/2004). Louisiana Department of Education

Students are encouraged to employ books and journals listed in the bibliography to assist in completion of work assignments and remain abreast of current trends in treatment. Students also must acquaint themselves with the administration and scoring manuals for unfamiliar tests that they encounter in the field.

VI. **Course Topics:** The major topics to be considered are dictated by guidelines for the program in which the student is enrolled, stated interests and capabilities of the student, the setting in which the student is placed. Several topics will be addressed specifically; however, some flexibility will be maintained consisted with the nature of field experience so that topics beyond the scope of those specified can be discussed as the need arises. (See attached practicum requirements and list of major course topics.)

VII. Instructional Methods and Activities: Methods and activities for instruction include:
   A.   Field-based Experiences (i.e., 1. Practica in school or clinical setting; 2. Completion of assessment/intervention activities in school/clinical setting; 3. Portfolio and log of activities)
   B.   Traditional Experiences (e.g., 1. Lecture/Discussion; 2. Media Presentations; 3. Internet communications)
   C.   Clinical Experiences (e.g., 1. Cooperative Group Assignments; 2. Student Oral/Media Presentations; 3. Peer reviews/case staffings)

VIII. Assessment and Grade Assignment:
   A.   Methods: 1. Traditional Assessment (i.e., knowledge tests); 2. Performance Assessment (e.g., a. observed practice; b. activity logs; c. supervisor evaluations of performance; d. portfolio assessment; e. practicum hours)
   B.   Grading Scale: 90%+ = A, 80%+ = B, 70%+ = C, 60%+ = D, Below 60% = F

IX.   Bibliography: The knowledge bases that support course content and procedures vary depending on the specific area of psychology associated with the student's practicum and will be determined by the instructor.

   A.   Contemporary References:
   www.nasponline.org
   www.schoolpsychology.net
   www.interventioncentral.org;
   www.louisianapass.org;
   www.disciplinehelp.com

   B.   Key Professional Journals:
   Journal of Clinical and Consulting Psychology
   Journal of School Psychology
   School Psychology Quarterly
   Journal of Psychoeducational Assessment
   School Psychology Review

   X.   Course Schedule and Policies:
      A.   Course Outline and Tentative Schedule – Students enrolled in this course will be required to complete a minimum of 120 clinical hours per semester in the field setting. Dates, schedule, and specific assignments will be determined by mutual agreement of the student, site supervisor, and university supervisor.
         This course follows the guidelines, dates, and exam schedule from the "Schedule of Classes" published each semester by the university. We will meet on the scheduled night (exclusive of university holidays) for the assigned number of weeks.
      B.   Signature Piece – Students in Psychology 591 (Practicum in Psychology) will be required to complete and submit an extensive portfolio of activities for each semester. (See attached assessment rubric.)
      C.   Technology Component – Technology use in the PSYC 591 course involves online exploration of topics, use of computerized scoring of test results, and use of word processing for required reports.
      D.   Policies – The Memorandum of Agreement established between ULM and each practicum site specifies required policies and activities.
         1.   Testing: There may be a mid-term in addition to the final examination. The final exam will be comprehensive and required of all students! All tests will be composed of short answer and discussion questions. Each test will cover lecture, handouts, and the assigned reading in the texts. As previously stated, you also will be graded on your progress toward practicum goals (see attachments).
         2.   Attendance: Regular attendance is encouraged and expected! The class roll will be taken at the beginning of each session and you are expected to remain present the entire class session. Reporting of absences will be in accordance with University regulations. Course credit may be denied for excessive absences (10% of class sessions/1.5 evenings).
         3.   Standards of Conduct: Due to the nature of this course a sincere desire to learn and appropriate classroom behavior is expected! Any student caught cheating, being dishonest, or demonstrating unethical behavior will receive an F in the course. I will also recommend dismissal of that student from the University. Out of courtesy to others, cell phones should be turned "off" or to a "silent" mode during classroom activities. Emergency use of such devices must be cleared with the instructor in advance.

4. Special Assistance: If you encounter trouble understanding the lecture or text material, please ask for assistance. I will attempt to arrange a time that we can meet to address your concerns. Read/study your notes and text prior to requesting assistance. DO NOT WAIT UNTIL TEST TIME !!

5. Safety: Safety of ULM students, employees, and visitors is an important consideration. A copy of the ULM comprehensive safety manual is available in the department office, as well as at other campus locations. This class will be conducted in accordance with university safety requirements. Periodically during the semester, we will review safety procedures. If you require assistance during potential evacuations of the building, please notify me during the first few days of class. (See attached Classroom Emergency Plan/Assistance to Physically Disabled Policy.)

E. Instructor: Carl Ray Owens, NCSP; Campus Office: Strauss (371/372) Phone: 342-1350

Psychology Department: Strauss 314; phone: 342-1330

Bastrop Office: Psychological and Intervention Services; phone: 283-1600;

Campus Office Hours: Before or after class or by appointment

REQUIRED ACTIVITIES FOR PRACTICUM STUDENTS

EACH SEMESTER, PRACTICUM STUDENTS WILL:

1. Record all course-related activities on the activity log and submit completed logs to course instructor monthly.

2. Administer and submit copes of results from at least 2 IQ tests not previously administered by the student during university coursework (e.g., nonverbal tests, brief IQ tests).

3. Administer and submit copes of results from at least 2 achievement tests not previously administered by the student during university coursework.

4. Provide evidence of participation (not necessarily as case coordinator during the first semester of practicum) in the following evaluation activities:
a. Initial evaluation
b. Reevaluation
c. Gifted Evaluation
d. CBA
e. Low incidence handicapping conditions

5. Provide evidence of participation on the following general activities:
a. School Building Level Committee Meeting
b. Teacher interview
c. Student interview
d. Classroom observation
e. Parent interview
f. Case staffing
g. IEP meeting
h. Provision of pre-referral support services

DURING THE SECOND SEMESTER OF PRACTICUM, STUDENTS SHOULD PROVIDE EVIDENCE OF CASE COORDINATION RELATIVE TO THE ACTIVITIES LISTED IN #S 4 & 5 ABOVE.

_____ FALL SEMESTER (min. 120 hours)

_____ SPRING SEMESTER (min. 120 hours)

_____ TOTAL HOURS (min. 240 hours)

VI. Course Topics

1. Brief History of Special Education and
     School Psychology
2. IDEA and Section 504
3. Louisiana Bulletin 1508
4. Service Provision (Pre-referral Activities, Support Services,
     Related Services, Counseling, Evaluations, Consultation)
5. Individualized Education Programs
6. Consultation and Interdisciplinary Collaboration
7. Best Practices and Assessment Requirements for
     Exceptionalities
8. Confidentiality(FERPOA/HIPPA)
9. Clinical vs. School Therapy and School-based
     Counseling Techniques
10. Threat Assessment and Crisis Management
11. Cultural and Environmental Differences
12. Disproportionality
13. Professional Certification and Supervision
     Requirements (NASP and Louisiana)

PSYC 591– PRACTICUM PORTFOLIO ASSESSMENT/EVALUATION

Student Name: _____ Semester: __1ˢᵗ __2ⁿᵈ __3ʳᵈ __4ᵗʰ   Academic Year _____

	4 points	3 points	1 point
	Excellent	Acceptable	Unacceptable
Submission Requirements (NASP – 2.10 – Time Management and Attention to Required Standards) (K1, S1, D1)	Student adhered to all required submission elements.	Student generally adhered to submission elements, however difficulty was evident in one area (indicated). __submitted on time __typed presentations __supporting documentation __bound __blinded results	Student generally adhered to submission elements, however difficulty was evident in 2 areas (indicated). __submitted on time __typed presentations __supporting documentation __bound __blinded results
Required Components (NASP – 2.10 – Practice Consistent with Required Standards) (K2, S2)	Student's portfolio exceeded required elements. Description of additional learning activities and experiences were provided.	Student's portfolio contained required elements only.	Student's portfolio was incomplete. One required element missing (indicated). __initial evaluation __reevaluation __behavior management intervention __summary results of a consultation __manifest determination __functional behavioral assessment __professional development/self study activities
Organization NASP – 2.10 – Professional Practice (K1, S2, S6, D1, D6)	Portfolio reflects good student organization skills. Guides and explanations for components included. Presentation of materials adds greatly to ease of assessment.	Portfolio reflects adequate student organization skills. Orderly presentation of materials, but minimal guides or explanations provided.	Portfolio reflects less than efficient student organization skills. Components may be included, but no guides or explanations provided.
Accuracy and Evidence of Positive Impact on PK-12 Students (K2, K6, S6, D2, D6) (See back of this sheet for details used in evaluating this section)	Accurate links between presenting problems and strategies employed. Student actions reflect mastery of required professional responsibilities. Data presented and reflect positive impacts on students.	Mostly accurate links between presenting problems and strategies employed. Student actions reflect emerging mastery of required professional responsibilities. Evidence of data use but not presented in summaries.	Links between presenting problems and strategies employed are minimally accurate. Student actions reflect basic familiarity with data collection and professional responsibilities, but lack required level of professionalism.

Overall Score _____   Corrective Action(s): ___None   ___ Conference ___ Resubmit   ___ Extend Supervision   ___Extend Internship

Accuracy and Evidence of Positive Impact Criteria

	*INITIAL EVALUATION		REEVALUATION		**BEHAVIOR MANAGEMENT INTERVENTION		**SUMMARY RESULTS OF A CONSULTATION		MANIFEST DETERMINATION		FUNCTIONAL BEHAVIORAL ASSESSMENT		PROFESSIONAL DEVELOP./ SELF-STUDY ACTIVITIES	
Statement of the Problem	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate
Data Review	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate
Case Consultations	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	NA	NA
Selection of Strategies	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate
Design of Implementation	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	NA	NA	NA	NA	Accurate	Inaccurate
Implementation of Strategies	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Accurate	Inaccurate	Adequate	Inadequate
Progress Monitoring	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	NA	NA	NA	NA	NA	NA
Evaluation of Effectiveness	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	NA	NA	NA	NA	NA	NA
Integration of Results	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	NA	NA
Follow-up/ Revision and Recommendations	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	NA	NA
Evidence of Impact	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	NA	NA
Evidence of Diversity	Present	Absent	Present	Absent	Present	Absent	Present	Absent	Present	Absent	Present	Absent	Present	Absent
Overall Impression	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Adequate	Inadequate

* Refer to Educational Evaluation – Case Study Rubric to complete this section. (NASP - 2.1, 2.2, 2.3, 2.4., 2.5, 2.7)
** Refer to Counseling/Intervention – Case Study Rubric to complete this section. (NASP - 2.1, 2.2, 2.3, 2.4., 2.5, 2.7)

Observation of Learning Outcomes

Prestructural (1)	Unistructural (2)	Multistructural (3)	Relational (4)	Extended Abstract (5)
There may be preliminary preparation, but the task itself is not attacked in an appropriate way.	One aspect of the task is performed or understood serially; but there is no relationship to facts or ideas	Two or more aspects of the task are performed or understood serially with limited interrelationships to other ideas	Several aspects are integrated so that the whole has a coherent structure and meaning in and of itself	The coherent whole is raised to a higher level of performance showing expertise within and of itself.

_____ **Composite SOLO Rating: K 1, 2, 6; S 1, 2, 6; D 1, 2, 6**

PSYCHOLOGY 592
Internship in Psychological Services

I. Course Description

PSYC 592: Internship in Psychological Services. 3-6 cr. Maximum, 12 cr. Students are placed in approved institutional settings where they work full time. Prerequisite: Approval of Department Head.

II. Rationale

The ULM Interactive Learning Model to Prepare Learning Facilitators provides the framework supporting the College of education professional programs. This Field Experience culminates the student's formal educational experiences prior to initial entry into the profession. Close supervision on-site as well as by university personnel insures that the student experiences a broad range of activities consistent with prior training and orientation.

III. Course Objective, Outcomes and Standards

Objective This course is designed to enable students to:	Conceptual Framework KSD	Assessment (referenced to VIII)	LCET	Specialty Standards NASP	NCATE/ State Standards		Mastery Level
1. Refine professional skills involved in service provision for a specific area of psychology in field-based settings.	K6, S6, D6	A.1	IA IIC IVB	2.1, 2.6, 2.7, 2.8, 2.9, 2.10	1.5 3	A.1 A.2	M
2. Engage in the full-time activities of a specific discipline of psychology with maximum assistance from site and university personnel.	K6, S6, D6	A.1	IA IIC VB	2.2, 2.11	1.5 3	A.2 A.5	M
3. Coordinate theoretical learning with practical implementation and experiences involving diverse clients and colleagues.	K2, K5, K6, S2, S5, S6, D2, D5, D6	A.1	IA IIC IIID VB	2.3, 2.4, 2.5, 2.8	1.5 1.8 3 4	A.6 A.7 B.2	M

IV. Primary Empirical Base

The primary empirical base for this course is the wealth of information that has accumulated relative to the theory and practice of psychology.

V. Resources and Materials

There is no official text required for this course. Students must obtain and adhere to the standards for the provision of psychological services within their discipline as required by the state in which they complete the internship activity. Students are encouraged to employ books and journals listed in the bibliography to assist in completion of work assignments and remain abreast of current trends in treatment. Students also must acquaint themselves with the administration and scoring manuals for unfamiliar tests that they encounter in the field.

VI. Course Topics:

The major topics to be considered are dictated by guidelines for the program in which the student is enrolled, stated interests and capabilities of the student, the setting in which the student is placed.

VII. Instructional Methods and Activities:

Methods and activities for instruction include:
A. Field-based Experiences (e.g., Internships, Community Resource Use, Case Study, Portfolio)

VIII. Assessment and Grade Assignment

A. Methods:
1. Performance Assessment (e.g., a. observed practice, b. activity logs, c. supervisor evaluations of performance, d. portfolio assessment)

B Grading Scale: Evaluation of performance will be conducted in Likert fashion (typically employing an A, B, C, D, F format where A represents mastery and F failure to achieve a specific level of competence).

IX. Bibliography

The knowledge bases that support course content and procedures vary depending on the specific area of psychology associated with the student's internship.

X. Course Schedule and Policies

A. Course Outline and Tentative Schedule – Students enrolled in this course will be required to complete a minimum of 600 clinical hours per semester in the field setting. Dates, schedule, and specific assignments will be determined by mutual agreement of the student, site supervisor, and university supervisor.

B. Policies – The Memorandum of Agreement established between ULM and each internship site specifies required policies and activities.

592 – INTERNSHIP PORTFOLIO ASSESSMENT/EVALUATION

Student Name: _____   Semester: __1ˢᵗ __2ⁿᵈ __3ʳᵈ __4ᵗʰ   Academic Year _____

	4 points	3 points	1 point
	Excellent	Acceptable	Unacceptable
Submission Requirements (NASP – 2.10 – Time Management and Attention to Required Standards) (K1, S1, D1)	Student adhered to all required submission elements.	Student generally adhered to submission elements, however difficulty was evident in one area (indicated). __submitted on time __typed presentations __supporting documentation __bound __blinded results	Student generally adhered to submission elements, however difficulty was evident in 2 areas (indicated). __submitted on time __typed presentations __supporting documentation __bound __blinded results
Required Components (NASP – 2.10 – Practice Consistent with Required Standards) (K2, S2)	Student's portfolio exceeded required elements. Description of additional learning activities and experiences were provided.	Student's portfolio contained required elements only.	Student's portfolio was incomplete. One required element missing (indicated). __initial evaluation __reevaluation __behavior management intervention __summary results of a consultation __manifest determination __functional behavioral assessment __professional development/self study activities
Organization NASP – 2.10 – Professional Practice (K1, S2, S6, D1, D6)	Portfolio reflects good student organization skills. Guides and explanations for components included. Presentation of materials adds greatly to ease of assessment.	Portfolio reflects adequate student organization skills. Orderly presentation of materials, but minimal guides or explanations provided.	Portfolio reflects less than efficient student organization skills. Components may be included, but no guides or explanations provided.
Accuracy and Evidence of Positive Impact on PK-12 Students (K2, K6, S6, D2, D6) (See back of this sheet for details used in evaluating this section)	Accurate links between presenting problems and strategies employed. Student actions reflect mastery of required professional responsibilities. Data presented and reflect positive impacts on students.	Mostly accurate links between presenting problems and strategies employed. Student actions reflect emerging mastery of required professional responsibilities. Evidence of data use but not presented in summaries.	Links between presenting problems and strategies employed are minimally accurate. Student actions reflect basic familiarity with data collection and professional responsibilities, but lack required level of professionalism.

Overall Score _____   Corrective Action(s): ___None   ___ Conference ___ Resubmit   ___ Extend Supervision   ___Extend Internship

Accuracy and Evidence of Positive Impact Criteria

	*INITIAL EVALUATION		REEVALUATION		**BEHAVIOR MANAGEMENT INTERVENTION		**SUMMARY RESULTS OF A CONSULTATION		MANIFEST DETERMINATION		FUNCTIONAL BEHAVIORAL ASSESSMENT		PROFESSIONAL DEVELOP./ SELF-STUDY ACTIVITIES	
Statement of the Problem	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate
Data Review	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate
Case Consultations	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	NA	NA
Selection of Strategies	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate
Design of Implementation	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	NA	NA	NA	NA	Accurate	Inaccurate
Implementation of Strategies	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Accurate	Inaccurate	Adequate	Inadequate
Progress Monitoring	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	NA	NA	NA	NA	NA	NA
Evaluation of Effectiveness	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	NA	NA	NA	NA	NA	NA
Integration of Results	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	NA	NA
Follow-up/ Revision and Recommendations	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	NA	NA
Evidence of Impact	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate	NA	NA
Evidence of Diversity	Present	Absent	Present	Absent	Present	Absent	Present	Absent	Present	Absent	Present	Absent	Present	Absent
Overall Impression	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Accurate	Inaccurate	Adequate	Inadequate

   * Refer to Educational Evaluation – Case Study Rubric to complete this section. (NASP - 2.1, 2.2, 2.3, 2.4., 2.5, 2.7)
   ** Refer to Counseling/Intervention – Case Study Rubric to complete this section. (NASP - 2.1, 2.2, 2.3, 2.4., 2.5, 2.7)

Observation of Learning Outcomes

Prestructural (1)	Unistructural (2)	Multistructural (3)	Relational (4)	Extended Abstract (5)
There may be preliminary preparation, but the task itself is not attacked in an appropriate way.	One aspect of the task is performed or understood serially; but there is no relationship to facts or ideas	Two or more aspects of the task are performed or understood serially with limited interrelationships to other ideas	Several aspects are integrated so that the whole has a coherent structure and meaning in and of itself	The coherent whole is raised to a higher level of performance showing expertise within and of itself.

_____ **Composite SOLO Rating: K 1, 2, 6; S 1, 2, 6; D 1, 2, 6**

Psychology 599
Thesis

I. **Course Description (6 credits maximum)**
   Completion of thesis in Psychology

II. **Rationale**
   The ULM Interactive Learning Model to Prepare Learning Facilitators provides the framework to support the College of Education Professional Programs. This Psychology 599 integrative studies will interact with and extend the knowledge gained from all previous courses in Psychology, such as Research Methods (523), Psychological Assessment (518), Theories of Learning (531), or other areas relevant to the student's specific areas of interest.

III. **Course Objective and Outcome**
   This course is designed to enable students to develop an appropriate topic for thesis research and to complete the thesis research.

IV. **Course Topics**
   The course topics are individualized, based on the student's research interest and skills level. Creativity and sensitivity to diversity is considered a major goals, as well as excellence in scholarship.

V. **Instructional Method and Activities**
   A. Lecture
   B. Discussion
   C. Video and audio tapes
   D. Demonstrations
   E. Correspondence with other professionals outside of the university with similar research interests
   F. Internet and other extra-university knowledge research
   G. Journal reading
   H. PC or mainframe computer statistical analysis, where appropriate

VI. **Evaluation and Grade Assignment**
   A. The methods of evaluation and criteria for grade assignment are:
      1. Manuscript preparation—30%
      2. Discussion with professor—20%
      3. Evidence of outside scholarship (Literature review, correspondence with other faculty, or other relevant indices)—20%
      4. Student portfolios—30% All students will be required to maintain a portfolio. This will include samples of daily papers, all review sheets, notes, handouts, and other relevant materials. Disputes regarding grades will include material contained in the portfolio. Copies of all notes will also be included in the final completion of

the portfolio, which will be turned in to the instructor on the final
day of class.
   B. Grading Scale
       Credit
       No Credit

 VII. **Course Schedule**
       The course schedule for this is individualized between the instructor and the
       students. Students will meet weekly with the instructor.

VIII. **Required Textbook**
       The textbooks adopted for this course are:
       American Psychological Association. (1994). *Publication manual of the American
              Psychological Association* (4th ed.). Washington, DC: American
              Psychological Association.
       Guidelines for the preparation of field studies, theses, & dissertations. (1997).
              University of Louisiana at Monroe: Graduate Studies and Research.
       Tabachnick, B. G., & Fidell, L. S. (1996). *Using multivariate statistics* (4th ed.).
              New York: Harper Collins College.

  IX. **Bibliography**
       The knowledge bases that support course content and procedures include the
       following current and classical works:
          A. Current:
              American Psychiatric Association (1994). *Diagnostic and statistical
                     manual* (4th ed.). Washington DC: Author.
          B. Classical:
              Eysenck, H. J. (1953). *The structure of human personality.* New York:
                     Wiley.
              Honig, W. K. (1966). Operant behavior: Areas of research and application.
                     New York: Appleton-Century-Crofts.
              Kanton, J. R. (1969). *The scientific evolution of psychology*, Vol. II.
                     Chicago: The Principia Press.
              Popper, K. (1965). *Conjectures and refutations: The growth of scientific
                     knowledge* (2nd ed.). New York: Basic Books.
          C. Major journals relevant to this class may be found in the Library and
              include:
              Journal of Abnormal Psychology
              Contemporary Psychodynamics
              Psychopathology and Behavioral Assessment
              Archives of General Psychiatry
              Behavioral Research and Therapy Psychotherapy

Psychology 599 - Thesis Rubric (2.9)

Student: _____ Major Advisor: _____ Completed: F   S   20____

Activity Type	Required Components and Activities	4 points – Minimal Acceptance	5 points – Acceptance	Score
Problem Identification: Data Collection and Review	Exploration of literature for development of thesis topic based on interest, need, uniqueness of research ideas, and viability of ideas.	Student requires substantial guidance relative to exploration of available research.	Student demonstrates independence relative to exploration of available research.	
	Narrowing of research topic based on review and synthesis of related literature.	Student requires substantial assistance in synthesizing literature and narrowing research topic.	Student demonstrates independence relative to synthesis of literature and refinement of research topic.	
Data Collection, Review, and Synthesis	Development of the literature review to support rationale for the research study.	Student requires multiple drafts to develop acceptable literature review to support research rationale. Corrected error patterns are repeated.	Student requires few drafts to develop acceptable literature review to support research rationale. Once corrected, error patterns are not repeated.	
Research Planning	Clearly defined purpose for the study delineated and identification of hypotheses (if appropriate)	Student requires considerable assistance in development of purpose for study based on reviewed literature.	Student requires little or no assistance in development of purpose for study based on reviewed literature.	
	Study methodology outlined. Subjects, instrument(s), and procedures adhere to guidelines for the appropriate conduct of research with the population indicated.	Student requires multiple drafts to develop acceptable methodology. Knowledge of research design evident but application of knowledge is limited.	Student requires few drafts to develop acceptable methodology. Knowledge and application of research design evident.	
	Plan for data analysis appropriate to evaluation of the purpose (and hypotheses if indicated) of the study.	Statistical knowledge is evident, but student requires much assistance to match design to proposed analyses.	Student evidences statistical knowledge and application skills.	
Ethics	Student (and faculty associated with the proposed study) have completed the university required online training regarding ethical conduct for research.	Student experiences difficulty in completing online research training module. Multiple review and retake sessions are warranted.	Student readily completes online research training module.	
Research Implementation	Thesis proposal draft submitted to faculty committee members deemed appropriate for scheduling of proposal meeting.	Thesis proposal draft requires substantial revision prior to scheduling the proposal committee meeting.	Thesis proposal draft requires minimal revision prior to scheduling the proposal committee meeting.	
	Successful proposal of the thesis to faculty committee members and other appropriate individuals.	Student clearly presents thesis proposal but experiences difficulty responding to questions and suggestions for revision.	Student clearly presents thesis proposal and appropriately responds to questions and suggestions for revision.	
	University Human Subjects Review Committee grants permission to conduct the study.	Student initially fails to submit all required information. Study is subsequently accepted.	Study is accepted as submitted. Student includes all required documents in initial submission.	

Activity Type	Required Components and Activities	4 points – Minimal Acceptance	5 points – Acceptance	Score
Research Implementation cont.	Student carries out the study.	Student carries out the study, but requires assistance and encouragement.	Student independently carries out the study in an effective and timely manner.	
Data Analyses and Report of Findings	Study data are analyzed using appropriate statistical methods and tools.	Student requires substantial assistance in completing data analyses. Appropriate statistical methods and tools used.	Student independently completes data analyses using appropriate statistical methods and tools (including computer-based processes if appropriate).	
	Reporting of results provides accurate depiction of findings based on statistical analyses.	Student requires substantial assistance in reporting findings of data analyses.	Student independently and accurately reports findings of data analyses.	
	Discussion and conclusions drawn accurately reflect and extend data-based findings.	Student requires substantial assistance in accurately drawing conclusions based on obtained evidence.	Student independently and accurately draws conclusions based on evidence obtained during the study.	
Style and Finishing	Thesis adheres to APA and graduate school style relative to organization, production, and formatting.	Student displays acceptable knowledge of style and formatting guidelines. Adherence is inconsistent.	Student displays acceptable knowledge of and adherence to style and formatting guidelines.	
Dissemination of Results	Completed thesis draft submitted to faculty committee members deemed appropriate for scheduling of defense meeting.	Thesis defense draft requires substantial revision prior to scheduling the defense committee meeting.	Thesis defense draft requires minimal revision prior to scheduling the defense committee meeting.	
	Successful defense of the thesis to faculty committee members and other appropriate individuals.	Student clearly defends thesis results but experiences difficulty responding to questions and suggestions for revision.	Student clearly defends thesis results and appropriately responds to questions and suggestions for revision.	
	Timely submission of thesis to graduate school for review.	Thesis submitted to graduate school based on less than 1 week extension.	Thesis submitted to graduate school prior to published deadline.	
	Thesis deemed acceptable by graduate school.	Thesis deemed acceptable by graduate school with moderate revisions.	Thesis deemed acceptable by graduate school with minimal or no revisions.	
	External Dissemination of Thesis Results	Thesis submitted for in-house or external student competition.	Thesis submitted for publication or presentation at professional conference.	

Total Points Earned _____

Final Evaluation of Thesis Performance Level   _____Minimal Acceptance (80 – 90 points) _____Acceptance (91 – 100 points)

SPECIAL EDUCATION 501
Teaching Reading to Exceptional Students

I. Course Description

READ/SPED 501: Teaching Reading to Exceptional Students. 3 cr. This course is designed to improve learning facilitation and management skills specific to the instructional needs in reading of diverse groups of students with special needs. The aspects of learning characteristics, reading performance assessment, specialized methods of instruction, appropriate materials and modifications, and programming in reading are explored for each exceptionality as well as for other groups of learners at risk.

II. Rationale

The ULM Interactive Learning Model to Prepare Learning Facilitators provides the framework supporting the College of Education and Human Development professional programs. This integrative studies course extends knowledge and skills of undergraduate reading experiences (e.g., READ 321-22, 418) and directly interacts with SPED 502, 545, 505 and also READ 507 and 525. Content connected to the conceptual framework—especially performances linked to planning, management, assessment, collaboration, instruction, evaluation, and diversity—permeates the course and is clearly evident throughout Objectives, Topics, and evaluations. The course addresses standards of the Louisiana Components of Effective Teaching (LCET) as well as the specialty standards of the Council of Exceptional Children (CEC) and the International Reading Association (IRA).

III. Course Objectives, Outcomes, and Standards

Objectives This course is designed to enable candidates to:	Conceptual Framework KSD	Assessment Strategies (VIII below)	LCET Standards	Specialty Standards CEC/IRA	NCATE/ State Standards	Mastery Level I=Initial; M=Mastery; Ma= Maintenance
A. Identify the learning and reading characteristics of specific groups of special learners	K2,4,6; S3,4; D1,4	A1a, b; A2b	IA1-6	CEC 1-3, 8 IRA 1.2, 3.1, 3.2, 4.1-.2	1, 4 A1,3	I
B. Diagnose the literacy needs of students at-risk and those who are exceptional, using traditional and performance assessment measures	K4; S4; D4	A1a; A2b	IIIC1-4; IIID2	CEC 1-3, 6, 8 IRA 2.14, 4.1, 4.2, 10.1-.2, 12.1	1, 3, 4 A1,3; B2	M
C. Interpret and report diagnostic findings of the literacy needs of those students	K4,5,6; S4,5,6; D2,4,5	A1a; A2b	IIID2-4	CEC 1-3, 8, 10 IRA 4.1-.2, 11.1, 11.4, 11.5	1, 3, 4 A1,3; B2	M
D. Demonstrate knowledge of the key concepts governing reading instruction and appropriate use of technology for each group of special learners	K1,2,3,5,; S1,2,3,5; D1,2,3	A1a; A2a, b	IIIA5	CEC 2-4, 7 IRA 3.4-.5, 4.3, 5.7, 12.4, 12.7	1, 4 A1,2,3,4	I
E. Apply knowledge of "best practice" principles, research-based strategies, and collaborative decisions to plan instruction in pre-reading and phonemic awareness, word recognition, reading comprehension, content and study skills, and whole language to accommodate students in each exceptional category	K1-6; S1-6; D1-6	A2a, b	IA1-6	CEC 1-4, 6, 7, 9 IRA 2.11, 3.5, 4.4, 5.8, 11.4, 14.1	1, 3, 4 A1-6	M

F. Demonstrate knowledge of trends in teaching reading and language to students with special needs in the special class as well as the inclusive class	K1-6; S1-6; D1-6	A1a; A2a, b	IA1-6; IIB-C2; IIIA1, 4; IIIB1-2; IIIC1	CEC 1-4, 7, 9 IRA 12.6 16.1, 16.5, 16.6	1, 4 A1-6	M

IV. Primary Empirical Base

The primary empirical base for this course includes: Reports from the National Reading Panel (2000) and the National Research Council (1998); Kamil, M. L., Mosenthal, P. B., Pearson, P. D., & Barr, R. (2001). *Handbook of reading research.* Erlbaum; Council for Exceptional Children (1996). *What every special educator should know: The international standards for preparation and certification of special education teachers* (rev.). Reston, VA: author; *International Reading Association Advanced Programs for Reading Professionals: Program Standards and Matrix* (IRA 2001); Scherer, M. M. (Ed.). (2004). What research says about reading [Special issue]. Educational Leadership, 61 (6).

V. Resources and Materials

The textbooks adopted for this course are: Choate, J. S. (2004). *Successful Inclusive Teaching: Proven ways to detect and correct special needs* (4th ed.). [Chapters 1-9]. Boston: Allyn and Bacon; Choate, J. S., & Rakes, T. A. (1998). *Inclusive reading instruction for struggling readers* (Fastback 434). Bloomington, IN: Phi Delta Kappa Educational Foundation. Proof of professional liability insurance is required. Additional resources include: Allington, R. L. (2001). *What really matters for struggling readers: Designing research-based programs.* New York: Longman; Carnine, D., et. al. (2004). *Direct instruction reading* (4th ed.). Upper Saddle River, NJ: Pearson/Prentice Hall; Collins-Block, C. (2003). *Literacy difficulties: Diagnosis and instruction for reading specialists and classroom teachers* (2nd ed.). Boston: Allyn and Bacon; Farstrup, A. E., & Samuels, S. J. (Eds.). (2002). What research has to say about reading instruction (3rd ed.). Newark, DE: International Reading Association; Fox, B. J. (2004). *Word Identification strategies: Phonics from a new perspective* (3rd ed.). Upper Saddle River: Pearson/Prentice Hall; Lipson, M., & Wixson, K. (2003). *Assessment and instruction of reading and writing difficulty: An interactive approach* (3rd ed.). Boston: Allyn and Bacon; Male, M. (2004). *Technology for inclusion: Meeting the special needs of all students* (4th ed.). Boston: Allyn and Bacon; National Institute of Child Health and Human Development. (2000). Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction (NIH Publication 00-4769). Washington, DC: U.S. Government; Rose, D. H., & Meyer, A. (2002). *Teaching every student in the digital age: Universal Design for Learning.* Alexandria, VA: ASCD; Walker, B. J. (2004). *Diagnostic teaching of reading: Techniques for instruction and assessment* (5th ed.). Upper Saddle River, NJ: Pearson/Prentice Hall; and relevant professional journals (*Reading Research Quarterly, Reading Teacher, Journal of Reading, Exceptional Children, Learning Disabilities Research and Practice, Teaching Exceptional Children*).

VI. Course Topics

The major topics to be considered are A. Literacy Process and Skills; B. Reading and Literacy Performance Assessment, Corrective Methods, Materials, and Programming Appropriate to Meet These Specific Learner Needs: (1) Learners At-Risk But Not Eligible for Special Education Services, (2) Students with Dyslexia, (3) Learners Eligible for Special Education Services; C. Using Technology to Enhance Literacy Performance

VII. Instructional Methods and Activities

Methods and activities for instruction include:
A. Traditional Experiences: 1. Lecture/Discussion; 2. Demonstrations; 3. Student Presentations; Electronic Communication
B. Clinical Experiences: 1. Simulations; 2. Values Clarification; 3. Cooperative Learning Activities; 4. Blackboard Activities
C. Field-based Experiences: Field Experiences: (20 hrs.): 1. Diagnostic Classroom Observations; 2. Application of Strategies with Exceptional Children.

VIII. Assessment and Grade Assignment

The candidate will maintain a ≥80% average on all work. (See Rubrics for Specificity)
A. Methods *(See also Description of Assignments and Rubrics)*
  1. Traditional Assessments: a. Two Knowledge and Application Exams (33.3%)
  2. Performance Assessment: a. Multimedia Material/Instruction Demonstration (16%) b. Comprehensive Case Study of Exceptional Student (33.3%) c. Web Site Demonstration (16.6%). (Rubrics used for 2 a, b, c.).

B. Grading Scale, 100-94 = A; 93-85 = B; 84-70 = C.

IX. Bibliography

The knowledge bases that support course content and procedures include:

A. Contemporary References

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Bartlett, L. D., Weisenstein, G. R., & Etscheidt, S. (2002). *Successful inclusion for educational leaders.* Upper Saddle River, NJ: Merrill/Prentice Hall.

Bear, D. R., Invernizzi, M., Templeton, S., & Johnston, F. (2004). *Words their way* (3rd ed.). Upper Saddle River, N.J.: Pearson Merrill Prentice Hall.

Campbell, L., Campbell, B., & Dickinson, D. (1999). *Teaching and learning through multiple intelligences* (3rd ed.). Boston: Allyn and Bacon.

Carnine, D., Silbert, J., & Kameenui, E. J. (2004). *Direct instruction reading* (4th ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

Catts, H. W., & Hamhi, A. G. (1999). *Language and reading disabilities.* Boston: Allyn and Bacon.

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Choate, J. S., & Rakes, T. A. (1998). *Inclusive reading instruction for struggling readers* (FB 434). Bloomington, IN: Phi Delta Kappa Educational Foundation.

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*D'Angelo, M. (2002-2003). On the mind of a child: A conversation with Sally Shaywitz. The Best of *Educational Leadership, 30-34.*

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Kame'enu, E. J., Carnine, D. W., Dixon, R. C., Simmons, D. C., & Coyne, M. D. (2002). *Effective teaching strategies that accommodate diverse learners* (2nd ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

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McCormick, S. (2003). *Instructing students who have literacy problems* (4th ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

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* National Institute of Child Health and Human Development. (2000). Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction (NIH Publication 00-4769). Washington, DC: U.S. Government.

Owens, R. E., Jr. (1999). *Language disorders: A functional approach to assessment and intervention* (3rd ed.). Boston: Allyn and Bacon.

*Rasinski, T. V., & Padak, N. D. (2000). *Effective reading strategies: Teaching children who find reading difficult* (2nd ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

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B. Classic References

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Rakes, T. A., & Choate, J. S. (1989). *Language arts: Detecting and correcting special needs.* Boston: Allyn and Bacon.

C. Key Professional Journals

Exceptional Children   *Reading Research Quarterly*
Teaching Exceptional Children   *The Reading Teacher*
Learning Disabilities Research and Practice   *Journal of Reading*
Learning Disabilities Research and Practice   *Teaching Exceptional Children*

X. Course Schedules & Policies

A. Course Schedule *(See Attached)*

B. Course Policies

1. Attendance: Regular class attendance and active participation are essential components of this course: Professionalism Points will be deducted for each absence. Three tardies or three early departures will count as one absence. A student may have one excused absence without penalty. *Students are responsible for any academic information and work missed during their absence and will be expected to be fully prepared for the next class.*
2. Assignments: All assignments are due on or before indicated dates. There will be a five percent per class penalty on the late assignment as well as a Professionalism Points deduction. No assignment will be accepted later than two class meetings past due date.
3. Plagiarism: All student assignments are expected to be original work by the student. Sources must be cited if information is taken directly from another source. Work copied or borrowed will receive a zero.
4. Make up tests: In the event of an emergency absence, the student is required to immediately inform the instructor. If there is a valid and acceptable excuse, an alternate exam in an essay or oral format will be scheduled at the discretion of the instructor.
5. Cell phones must be *turned off* during class.
6. Insurance: Proof of professional liability insurance is required.

Description of READ/SPECIAL EDUCATION 501 Signature Assessment

By the end of this course, candidates are equipped with assessment , diagnostic, and intervention skills to complete a case study for a student who is experiencing reading difficulties. Candidates administer, score, and interpret at least one formal diagnostic reading test that addresses word recognition, reading and listening comprehension, and the related language areas of speech, language, and written expression. Additional data for the case study is collected through a variety of informal assessment strategies including checklists and reading inventories.

For the Reading Case Study, candidates report relevant background information on the student as well as results of each type of assessment data collected. The candidate provides an explanation of the implications of the assessment data based upon interpretation of test results and the identification of the relative strengths and weaknesses of the student. The candidate then incorporates diagnostic information into the design of a reading program that builds upon student strengths and addresses student weaknesses.

501 READING CASE STUDY RUBRIC (33.3% of Course Grade)
Signature Assessment

Name: _____ **Date:** _____

READING/LANGUAGE ASSESSMENT
(K2,4,5,6; S4,5,6; D2,4,5,6)

CEC Standards: CC1K4,7,10;CC2K1,3,4;CC3K1,3,5;CC6K1;CC8S1;CC10S1,2	*IRA Standards:* 1.7; 2.7; 3.1,2; 3.1,2

Background Information *(This should include a description of the student and the reason for assessment)*

____/5 Family, developmental, medical history *(If available)*

____/5 School History

____/5 Previous Relevant Assessment Results

CEC Standards: CC8K1-5;CC8S2,5,7;GC8K1;GC8S2,3	*IRA Standards: 1.1; 2.1-5,9; 3.1,3; 4.1,2;10.1,2*

Reading Assessment *(Provide information on the formal assessment instrument and for each skill area, present completed checklist. Briefly discuss how data were obtained for each area and describe the student's testing behavior.*

____/5 Word Recognition

____/5 Reading comprehension *(Including Listening)*

____/10 Related Language Areas *Include at least two of the following areas:*
  Speech
  Language
  Written Expression *(May also include spelling and/or handwriting)*

CEC Standards: CC1K5;CC2K1-3,5;CC3K2;GC6K3;GCS5;CC8K4;CC8S5-7	*IRA Standards: 1.6,7; 2.2-5,9,14*

____/5 **Interpretation** Explanation of Student Performances *(In narrative format, describe student performance based upon test results. Be sure to reconcile any disparities among and between your results and other sources of information on the student)*

CEC Standards: CC2K1,2,5,6;CC8S5,7;GC8K1	*IRA Standards: 1.1; 2.2,9;3.1,4*

Relative Strengths and Weaknesses

____/5 Strengths (*Include skills acquired*)

____/5 Weaknesses (*Include needed skills*)

____/50 *Total Points*   ____/100 READING/LANGUAGE ASSESSMENT GRADE

READING PROGRAM
(K1-6; S1-6; D1-6)

CEC Standards: CC1K5-7;CC3K5;GC3S1;CC4S1-6; GC4K1-7;GC4S1-16;CC5K1-3;GC5K2-3;CC6S1;GC6K1; GC6S1-5;CC7S2,3,8;GC7K3,4;GCS2-8-8GC9K1,2 *IRA Standards: 1.15,6,7; 2.2-9,11,13,14; 3.1,4,5; 4.1-4; 5.1-8; 6.1-6; 7.1-6; 8.1-5; 9.1-3, 11.1-4; 12.2,4,6,7; 14.1; 15.1*

____/10 **Instructional Implications of Assessment** *(General summary of diagnostic findings and their instructional significance)*

Specific Recommendations for Instruction

____/10 Large Group Instruction *(At least 8 recommendations)*

____/10 Small Group Instruction *(At least 8 recommendations)*

____/10 Individual Instruction *(At least 8 recommendations)*

____/10 Supplemental Instruction *(At least 4 recommendations)*

____/50 Total Points   ____/100 READING PROGRAM GRADE

CASE STUDY GRADE: _____/200

Prestructural (1) ____ >63	Unistructural (2) ____ 63-72	Multistructural (3) ____ 73-82	Relational (4) ____ 83-92	Extended Abstract (5) ____ 93-100

SPECIAL EDUCATION 504:
Developmental Assessment of Preschool Children with Special Need

I. Course Description: Developmental Assessment of Preschool Children with Special Needs. 3 cr.
This course is designed to present the learner with techniques and literature pertinent to the developmental assessment of preschool children with special needs. Emphasis will be placed upon the use of naturalistic observation, criterion, curriculum, and data from norm-referenced tests for the generation of program descriptions (IEP's) for this population.

II. Rationale: The ULM Interactive Learning Model to Prepare Learning Facilitators provides the framework supporting the College of Education and Human Development professional programs and content related to the Conceptual Framework permeates the course and is evident in the Course Objectives and Outcomes Objectives 1-9, Topics A - Q, and Chapters 1 - 17 of the text. This Professional Studies Course interacts with and extends knowledge, skills, and experiences from SPED 502, SPED 525, SPED 526. The course addresses standards of the Louisiana Components of Effective Teaching (LCET) and Council of Exceptional Children (CEC) standards.

III. Course Objectives, Outcomes and Standards

Objectives This course is designed to enable Candidate to:	Conceptual Framework KSD	Assessment Strategies (referenced to VIII)	LCET Standards	Specialty Standard CEC	State Standards	Mastery Level (I=Initial; M=Mastery; Ma=Main-tenance)
1. Understand the dominant theories of human and socio-cultural development, learning, social development, emotional development, cognitive development, language development, aesthetic enhancement, and motor development.	K 2,5 S 5 D 5	VIII. A,B,C,D	IIA1;IIIC1	CC1K1, 4,9; GC1K1,2-7; CC2K1,6,7; GC2K1-6; GC3K1; GC3S1; CC5K4; CC6K1; GC6K1; CC9K1;	1/ A 1,3	M
2. Understand the history, origin and chronology of the assessment movement for preschool children.	K 4,6 S 4,6 D 5	VIII. A,B	IIA2;IIIC1; VB1	CC8K1-5; CC8S1-10; GC8K1-4; GC8S1-5; CC9K1	1,2/ A 1,3	M
3. Use informal and formal assessment strategies to plan and individualize curriculum and teaching practices.	K 4 S 4 D 4	VIII. A,D,F	IA1,2,3,4; IIA2;IIIB1; IIIC1;IIID4; VB2	CC8K1-5; CC8S1-10; GC8K1-4; GC8S1-5; CC9K1	1,4/ A 1,3; B 1,2	MA
4. Demonstrate an understanding of techniques to observe, record, and assess young children's development and learning and engage children in self assessment for the purpose of planning appropriate programs, environments, and interactions, and adapting for individual differences.	K 1,3,4,5 S 1,2,3,4,5 D 1,3,4,5	VIII. A,F	IA1,2,3,4; IIA2;IIIB1; IIIC1;IIID4; VB2	CC8K1-5; CC8S1-10; GC8K1-4; GC8S1-5; CC9K1	1,2/ A 1,2,3	M
5. Develop and use authentic, performance based assessments of children's learning to assist in planning and to communicate with children and parents.	K 1 S 1,2 D 1,2	VIII A, B, C, D, F	VB1;VB2	CC8K1-5; CC8S1-10; GC8K1-4; GC8S1-5; CC9K1; CC10K1-4; CC10S2-5	1,2/ A 1,2	M

6. Discuss the importance of family participation and cultural competence in the assessment process.	K 4 S 4 D 2,4	VIII A, B, D, F	VB1;VB2;VB3	CC9K1; CC10K1-4; CC10S2-5; CC5S13,14	1,4/ A 1,3	M
7. Demonstrate an understanding of assessment of cognitive development, motor development, communication skills, social skills performance, play skills development, and adaptive behavior skills.	K 2,4,5 S 2,4,5 D 2,4	VIII. A, B, C, D, E,	IA3;IIC1	CC1K1, 4,9; GC1K1,27; CC2K1,6,7; GC2K1-6; GC3K1; GC3S1; CC5K4; CC6K1; GC6K1; CC9K1;	1,2/ A 1,3	MA
8. Demonstrate skill in administration, scoring, and interpretation of instruments chosen for inclusion in the diagnostic battery.	K 4 S 4 D 4	VIII. F	IA1,2,3,4; IIA2;IIIB1; IIIC1;IIID4; VB2	CC8K1-5; CC8S1-10; GC8K1-4; GC8S1-5; CC9K1	1,2/ A 1,3; B 1,2	M
9. Demonstrate skills in the use of assessment information and write evaluation of assessment findings to use the information to plan instructional programs.	K 4 S 4 D 2,4	VIII. F	IA1,2,3,4; IIA2;IIIB1; IIIC1;IIID4; VB2	CC8K1-5; CC8S1-10; GC8K1-4; GC8S1-5; CC9K1; CC4S1-6; GC4K1-7	1,2 A 1,3; B 1,2	M

IV. Primary Empirical Base: The primary empirical base for this course is: Good, & Brophy, 1999; Hallahan, & Kauffman, 2002; Grant, & Sleeter, 1998; Repp, Alan C., and Horner, Robert H. (1999); Taylor, Ronald L. (2000); and Council for Exceptional Children (2002). *What every special educator should know: The international standards for preparation and certification of special education teachers;* INTASC Standards. *National Association for the education of young children standards (NAEYC).*

V. Proposed Resources & Materials: The textbook adopted for this course is: *Assessment of Children and Youth with Special Needs*, 2/e (2003). Other major resources include: www.doe.state.la.us; www.ed.uiuc.edu/SPED/dcdt/; http://www.nichcy.org; www.CEC.SPED.org; *Snapshots* Video Series; Idol, L., Nevin, A. & Paolucci-Whitcomb, P. (1999). *Models of Curriculum- Based Assessment: A blueprint for learning.* (3 rd ed.) Pro- ed: Austin, Texas.

VI. Course Topics: The major topics to be considered are: A. Assessment and its importance in early intervention/early childhood special education; B. Tests and test development; C. Procedural considerations in assessing infants and preschoolers with disabilities; D. Ensuring cultural competence in assessment; E. Screening and assessment of sensory functions; G. Assessing family resources, priorities, and concerns; H. Assessing environments; I. Assessing cognitive development; J. Assessing motor skills; K. Assessing communication skills; L. Assessing social performance; M. Assessing play skills; N. Assessing adaptive behavior; O. Using assessment information to plan intervention programs; P. Monitoring child progress; Q. Special issues.

VII. Instructional Methods and Activities: Methods and activities for instruction include:
A. Traditional Experience: 1. Lecture/discussion; 2. Demonstration; 3. Video/CD evaluations; 4. Guest lectures; B. Clinical Experience: 1. Simulation/role playing; 2. Topical Debate; 3. Multimedia Presentations; 4. Journal Critique Presentations; 5. Reflective Activities; 6. Portfolios C. Field-based Experiences: 1. Field Experiences: (15 hrs.); 2. On-site interviews with school district personnel, students, and parents; 3. Portfolios. (Rubric used for A 2, B 2, 3).

VIII. Assessment and Grade Assignment:
Assessment Strategies (The candidate will maintain an overall average of 80%, based on grading rubrics, on all the following evaluative activities): A. Maintain an 80% average on two written exams. B. Locate from traditional and technologically advanced information bases the findings of research pertinent to the assessment of young children and present in multimedia presentations. C. Research a topic to collaboratively present to the class in a panel debate format. D. Generate a portfolio of an accumulation and documentation of class activities. E. Produce written reflections of selected films, class issues, and philosophy on the ethical responsibility of assessing young children. F. Write an evaluation of assessment findings and use the information to plan instructional programs.

IX.   **Course Schedules, Policies**
        A.   **Tentative Schedule**:

Class 1   Chapter 1:   Assessment and Its Importance in Early Intervention/Early
                                Childhood Special Education
                Chapter 2:   Tests and Test Development

Class 2   Chapter 3:   Procedural Considerations in Assessing Infants and
                                Preschoolers with Disabilities

Class 3   Chapter 4:   Ensuring Cultural Competence in Assessment
                Chapter 5:   Child Find, Tracking, and Screening

Class 4   Chapter 6:   Screening and Assessment of Sensory Functions

Class 5   Chapter 7:   Neurobehavioral Assessment of the Newborn Infant
                Chapter 8:   Assessing Family Resources, Priorities, and Concerns

Class 6   **Mid-Term Exam**
                Chapter 9:   Assessing Environments

Class 7   Chapter 10:   Assessing Cognitive Development
                Chapter 11:   Assessing Motor Skills

Class 8   Chapter 12:   Assessing Communication Skills
                Chapter 13:   Assessing Social Performance

Class 9   Chapter 14:   Assessing Play Skills
                Debate

Class 10   Chapter 15:   Assessing Adaptive Behavior
                Film Reaction

Class 11   Chapter 16:   Using Assessment Information to Plan Intervention Programs

Class 12   Chapter 17:   Monitoring Child Progress
                Report of Parent/Teacher conferences and interviews

Class 13   **Multi-media Presentations**

Class 14   **Multi-media Presentations**

Class 15   **Final Exam**
                Portfolio review

B. Class Policies

1. Attendance: Students will receive 7 points per class attendance. Three tardies will count as one absence as well as leaving the class early three times. Students are expected to attend all class meetings; they are responsible for any academic information and work missed during their absence.

2. Assignments: All assignments are due on or before indicated dates. There will be a 5 point per class penalty for late assignments.

3. Make up tests: In the event of an emergency absence, the student is required to immediately inform the instructor. If there is a valid and acceptable excuse, the exam will be rescheduled.

X. Bibliography

A. Contemporary References

Belson, Sarah I. (2003). *Technology for exceptional learners: choosing instructional tools to meet students' needs.* Boston, MA: Houghton Mifflin.

Benner, Susan M. (2003). *Assessment of young children with special needs: a context-based approach.* Clifton Park, NY: Thompson Learning.

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B. Classic References

Breen, Michael., and Fiedler, Craig R. (1996). *Behavioral approach to assessment of youth with emotional/ behavioral disorders: A handbook for school-based practitioners.* Austin, TX: PRO-ED.

Bursuck, W.E., & Lesse, E. (1987). A classroom-based model for assessing students with learning disabilities. *Learning Disabilities Focus.* Vol.3, pp. 17-29.

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Deno, S.L., & Fuchs, L.S. (1987). Developing curriculum-based-measures for data-based special education problem solving. *Focus on Exceptional Children.* Vol.19, pp. 1-16.

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Evans, S.S., Evans, W. H.., & Mercer, C.D. (1986). *Assessment for Instruction.* Boston: Allyn & Bacon.

Gable, R.A., & Hendrickson, J.M. (1990). *Assessing students with special needs: A sourcebook for analyzing and correcting errors in academics.* New York: Longman.

Howell, K.W., & Morehead, M.K. (1987). *Curriculum-based evaluation for special and remedial education.* Columbus, OH: Charles E. Merrill.

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Shapiro, E.S., & Derr, T.F. (1990). Curriculum-based assessment. In T.B. Gutkin C.R. Reynolds (Ed.). *Handbook of school psychology.* New York: John Willey.

Shinn, M.R. (Ed.). (1989). *Curriculum-based measurement: Assessing special children.* New York: Guilford.

Tindal, G.A., & Marston, D.B. (1990). *Classroom-based assessment: Evaluating instructional outcomes.* Columbas, OH: Charles E. Merrill.

Council for Exceptional Children (1985). *Exceptional children.* (Special Issue: Curriculum-based assessment). Vol.52.

Council for Exceptional Children (1989). *Teaching Exceptional Children.* (Special Issue: Precision Teaching) Vol. 22 (3).

Wiener, J. (1986). Alternatives in the assessment of the learning disabled Adolescent: A learning strategies approach. *Learning Disabilities Focus.* Vol. 1, pp. 97-107.

C. Key Professional Journals

Behavioral Disorders; Diagnostique; Education and Training in Mental Retardation; Education and Psychological Measurement; Exceptional Children Journal of Educational Measurement; Learning Disabilities Focus; Learning Disabilities Research;Teaching Exceptional Children; Teaching Exceptional Children;Topics in Early Childhood Special Education
Exceptional Parent

Portfolio Evaluation Rubric

Name: _____   Date:_____   Score: ____/____

Scoring Criteria	1	2	3	4
Organization ___/4 *(K1;S1)*	Reader must search the portfolio to locate or identify required documents. Documents and parts of documents appear to be randomly, not sequentially placed. Project evidence is unclear or confusing because of poor organization or missing explanations.	Sequencing between and within documents is somewhat ineffective, but lacks continuity. Reader may have difficulty locating or identifying required documents. Project evidence is unclear or confusing because of poor organization or missing explanations.	Sequencing between and within documents is generally appropriate and effective but occasionally lacks continuity. All required documents are easy to locate and identify. Project evidence is generally well explained but at times is insufficient or confusing.	Sequencing between and within documents is appropriate and effective. Details fit where placed, making it easy for the reader to follow the portfolio and to locate and identify specific information in required documents.
Content *(double)* ___/8 *(K2)*	Two or more required documents or parts of required documents are missing. Portfolio does not contain important components representative of all aspects of the course.	One required document or part of one required document is missing. The portfolio does not contain enough samples to completely represent course content and activities.	All required documents and parts of required documents are included. The portfolio adequately represents course content and activities.	All required documents and required parts of documents are included. Portfolio contents are representative of the full array of course content, presentations, activities, projects, assignments, and assessments.
Ideation ___/4 *(K2)*	Meaning of ideas is unclear. Details are inappropriate, limited, or unclear. Writing is too short to explain the required project information	Meaning of ideas is somewhat unclear. Details are appropriate, but some may be repeated or missing. Writing has some development but is missing project details. Some evidence is provided to explain and verify project activities. Connection and explanations sometimes indicate what was learned	Most ideas are clear. Most included details are appropriate. Few details are repeated or missing. Written information provides accurate explanation of project. Most evidence is provided to explain and verify project activities. Connections and explanation usually show what was learned.	All ideas are clear. All appropriate details are included. Writing is focused and contains accurate supporting details. Extensive evidence is provided to explain and verify project activities. Extensive connections and explanations clearly show what was learned.
Presentation ___/4 *(D2)*	Documents are poorly displayed. Handwritten components are sloppy or illegible. Typed documents contain numerous typos or lack visual appeal. Portfolio is poorly organized, lacking systematic placement and labeling of documents. Overall appearance of portfolio is unattractive.	Documents are adequately displayed, but some components are not neat or, if handwritten, are barely legible. Typed documents lack visual appeal. Some components of the portfolio are poorly organized or labeling is not adequate for ease of locating documents. Overall appearance of portfolio is adequate.	All portfolio documents are neatly displayed. Both typed and handwritten documents are neat. Portfolio is organized and documents are labeled for ease of identification. Overall appearance of portfolio is good.	All portfolio documents, both typed and handwritten, are visually attractive and neatly displayed. Portfolio is clearly organized with systematic placement of documents and labeling that facilitates locating and identifying individual components. Overall appearance of portfolio is very attractive.

112503

Required Contents: ☐ **Individual Differences Essay** ☐ **Disability Charts/Notes** ☐ **Observations** ☐ **Reflections**
☐ **Multimedia Presentations** ☐ **Websites** ☐ **Case Studies** ☐ **Interview Report**

Observation of Learning Outcomes

Prestructural (1) ____	**Unistructural (2)** ____	**Multistructural (3)** ____	**Relational (4)** ____	**Extended Abstract (5)** ____
There may be preliminary preparation, but the task itself is not attacked in an appropriate way.	One aspect of the task is performed or understood serially; but there is no relationship to facts or ideas	Two or more aspects of the task are performed or understood serially with limited interrelationships to other ideas	Several aspects are integrated so that the whole has a coherent structure and meaning in and of itself	The coherent whole is raised to a higher level of performance showing expertise within and of itself.

SPECIAL EDUCATION 567
Counseling Parents of Children with Special Needs

I. Course Description

SPED567: Counseling Parents of Children with Special Needs. 3 cr. This course is designed to present the graduate level learner with an introduction to techniques and methods for helping parents accept and plan for the child with special needs. Interpretation of special needs to parents; school, home and community relations are also addressed within the scope of the course. The student is additionally, exposed to selected field experiences and two seminars with parents of children with special needs within this preparation.

II. Rationale

The ULM Interactive Learning Model to Prepare Learning Facilitators provides the framework supporting the College of Education and Human Development professional programs. This Professional Studies course interacts with and extends knowledge, skills, and experiences from SPED 550 and 565; and helps build the foundation for SPED 565. Content related to the conceptual framework can be found throughout the course and it is specifically evident in Objectives 1 through 10 and in topics A – K.

III. Course Objectives, Outcomes and Standards

Objectives This course is designed to enable candidates to:	Conceptual Framework KSD	Assessment Strategies	LCET Standards	Specialty Standard(s) (CEC)	NCATE/ State Standards	Mastery Level (I=Initial; M=Mastery; Ma=Maintenance)
1. Successfully understand the etiology and characteristics of children with special needs	K1-6; S5,6; D1-6	VIII A1, A2	1.A3	TS1K1-5	1,4 A6	M
2. Understand the current historical and contemporary roles of families of origin as well as extended family in special needs environments and the impact of social and cultural variables.	K2,5,6; S1,2,5,6; D2,5,6	VIII A1, A2	1.A3	TS1K1-5	1,4 A1,2	M
3. Articulate the impact of the birth of a special child on family economy, recreation, socialization, affect, self-identity, domestic tranquility, family life cycle and transition theory.	K2,6; S3,5,6; D2,3,4,5,6	VIII A1, A2	1.A3 1.A6	TS2K1	1,2,3,4 A1,2,3,4,5	M
4. Demonstrate the skills of communication from a reflective and collective perspective.	K5; S5; D2,5,6	VIII A1, A2	IIIC2	TS10S9	1,3,4 A2,3	M
5. Identify barriers to communication both psychological and attitudinal.	K5; S5; D2,5,6	VIII A1, A2	IIC2	TS10S9	1,2,3,4 A1,2,3	M

6. Articulate the components of the "grief cycle" and understand the impact of a child with special needs on family and individual need satisfaction.	K2,5,6; S1,2,5,6; D1,2,5,6	VIII A1, A2	IIC1-2	TS1K1-5	1,2,3 A1,2,5	M
7. Demonstrate a functional knowledge of the laws as they pertain directly to services and safeguards for persons with special needs and their families.	K2,5,6; S1,2,5,6; D1-6	VIII A1, A2	1.A6 VA1-2 VB1-3	TS1K1-5	1,4 A1,2,3,4,5	M
8. Identify effective and efficient paths to referral and evaluation.	K1,5,6; S1,5,6; D1,2,5,6	VIII A1, A2	IIID2	TS8K1-5	1,2,3 A1,2,3,4,5	M
9. Demonstrate an understanding of technique and sources for family support and coping available in Louisiana.	K1,2,5,6; S1,2,5,6; D1,2,5,6	VIII A1, A2	IIIA5 VA1-2 VB1-3	TS4K1-3; TS4S1; TS5K1; TS5S1-2; TS7K1-3; TS7S1-4; TS10K1-2; TS10S1-9	1,2,3 A1,2,3	M
10. Know professional ethics and morals issues including the maintenance of "privilege and confidential information" status as well as others.	K5,6; S5,6; D1-6	VIII A1, A2	IVA IVB	TS9K1-3 TS9S1-2	1,4 A1,2,3,6,7	M

IV. Primary Empirical Base

The primary empirical base for this course is: Lambic, R. (2000). *Family Systems within Educational Contests: Understanding at Risk and Special Needs Students,* (2nd ed.). Denver, CO: Love Publishing Co.

V. Resources and Materials

The textbook adopted for this course is: Turnbull, A.P., & Turnbull, H.R. (2002). *Families, professionals, and exceptionality: A special partnership.* Third Edition, Columbus, OH: Charles E. Merrill. O'Shea, D.J.; O'Shea, L.J.; R. Algozzine & D.J. Hammitte (2001). *Families and Teachers as Individuals with Disabilities: Collaborative Orientation and Responsive Practices.* Boston, MA: Allyn and Bacon. Proof of professional liability insurance is required. Other major resources and materials include: Wood, J.W. (2002), Vallecorsa et al (2000), Kampwirth (2003), *Exceptional children, Teaching Exceptional children.*

VI. Course Topics

The major topics to be considered are:
- A. Historical and current roles of parents
  1. Parents as the source of the problem
  2. Parents as teachers and learners
  3. Functional roles of parents in the total array of responsibility

B. Families of children with special needs
    1. Historical contexts of research on families with special needs children
    2. Family life cycle: Theoretical and empirical implications and future directions for families of children with special needs
    3. Siblings and special needs children
C. Parenting of Children with special needs
    1. Family resources
    2. Family interactions
    3. Family functions
    4. Fathers, families and support systems: Their role in the development of at-risk infants and children
    5. Immediate and continuing adaptations in parents of children with special needs

D. Family Life Cycle
    1. Birth and early childhood
    2. Elementary school years
    3. Adolescence
        a. sexuality
        b. developing a peer group
        c. growing stigma
        d. growing physical care needs
    4. Adulthood
    5. Life cycle transitions
E. Communication Skills
    1. Prerequisites to positive communication
    2. Systems perspective on communication
    3. Barriers to effective family-professional interactions
F. Strategies in Communication
G. Social Ecology and Diversity of Families with Special Children
    1. Family stress theory and research on families of children with special needs
    2. Behavioral parent training: Contributions to an ecological analysis of families of children with special needs
H. The Law of Special Education
I. Programs and Policy Issues
J. Referral, evaluation, and parent/student rights
K. Collaboration and Cooperation within the Human Services System
L. Application of Technology in Services Provision
M. Trends in Counseling and Services Provision for Exceptional Family Systems

VII. Instructional Methods and Activities
Methods and activities for instruction include:
A. Traditional Experience: 1. Lecture/Demonstration; 2. Guest Lecture;
B. Clinical Experience: 1. Video Tape Presentations; 2. Role Playing; 3. Computer Based Data Searches

VIII. Assessment and Grade Assignment
The candidate will maintain an average of 80 % on all work.
A. Methods
    1. Traditional Assessments: a. Two examinations (Mid-term and Final) – 70%
    2. Performance Assessment: a. IFSP development plus counseling technique to be used with exceptional parents pertaining to most appropriate service delivery to the entire family – 30%

B. Grading Scale, 100-91 = A; 90-81 = B; 80-71 = C.

IX. Tentative Schedule:

W.N. Creekmore, Ph.D.
Office: Strauss 241
Phone: 342-1291
E-Mail Address – Creekmore@ulm.edu

Week 1   Chapter 1:   Historical and Current Roles of Parents
Week 2   Chapter 2:   Family Resources
Week 3   Chapter 3:   Family Interaction
Week 4   Chapter 4:   Family functions
Week 5   Chapter 5:   Family Life Cycle
Week 6   Chapter 6:   Communication Skills
Week 7   Mid-Term Examination
Week 8   Chapter 7:   Strategies for Communication
Week 9   Chapter 8:   The Law of Special Education: The Six Principles of IDEA
Week 10   Chapter 9:   Referral and Evaluation
Week 11   Chapter 10:   Parent Participation in Developing the IEP/IFSP/ITP
Week 12   Chapter 11:   Due Process: Using the Law to Resolve and Prevent Conflict
Week 13   Chapter 12:   Providing Information to Families
Week 14   Field Assignment – Portfolio Due next class
Week 15   Chapter 13:   Family Support: Helping Families Cope
Week 16   Chapter 14:   Professional Ethics and Morals
Week 17   Final Examination

Class Policies

1. Attendance: Students will receive 7 points per class attendance Students are expected to attend all class meetings; they are responsible for any academic information and work missed during their absence.
2. Assignments: All assignments are due on or before indicated dates. There will be a 5 point per class penalty for late assignments.
3. Make up tests: In the event of an emergency absence, the student is required to immediately inform the instructor. If there is a valid and acceptable excuse, the exam will be rescheduled.

Bibliography:

The knowledge base that supports course content and procedures include:

Contemporary References:

Bailey, D.B., Blasco, P.M., and Simeonsson, R.J. (1992). Needs expressed by mothers and fathers of young children with disabilities. *American Journal on Mental Retardation, 97(I),* 1-10.

Bruder, M.B., Anderson, R., Schyitz, G., & Caldere, M. (1991). Ninos especiales program: A culturally sensitive early intervention model. *Journal of Early Intervention, 15(3),* 268-277.

Cooper, C.S. & Allred, K.W. (1992). A comparison of mothers' verses fathers' needs for support in caring for young children with special needs. *Infant0Toddler Intervention, 2(2),* 205-221.

Ferguson, P.M. (1994). *Abandoned to their fate: Social policy and practice toward severely retarded people in America, 1820-1920.* Philadelphia: Temple University Press.

Harry, B., Allen, N., & McLaughlin, M. (1995). Comminication vesus compliance: Africal-American parents' involvement in special education. *Exceptional Children, 61(4),* 364-366.

Kalmanson, B., & Seilgman, S. (1992) Family-provider relationships: The basis of all intervention. *Infants and Young Children, 4(4),* 46-52.

Knoll, J., (1992). Being a family: The family experience of raising a child with a disability or chronic illness. In V.J. Bradley, J. Knoll, and J.M. Agosta (Eds.), *Emerging issues in family support* (pp. 9-56). Washington, D.C.: American Association on Mental Retardation.

Murphy, D.L., Lee, I.M., & Turbiville, V. (1995). The family-centered program rating scale: An instrument for program evaluation and change. *The Journal of Early Intervention, 19(I),* 24-42.

Robbins, R.R., Dunlap, G., & Plienis, A.J. (1990). Family characteristics, family training, and the progress of young children with autism. *Journal of Early Intervention, 15(2),* 173-184.

Walker, B., & Singer, G.H.S. (1993). Improving collaborative communication between professionals and parents. In G.H.S. Singer & L.E. Powers (eds.) *Families, disabilities, and empowerment: Active coping skills and strategies for family intervention* (285-316). Baltimore: Brookes.

Winton, P.J. (1992). Family-centered intervention: Words can make a difference. *Focus, r(2).* 1-5.

Classic References

Ackerman, J. (1985). Preparing for separation. In H.R. Turnbull and A.P. Turnbull (eds.) *Parents speak out: Than and now.* (149-158) Columbus, OH: Merrill

Adubato, S.A.., Adams, M.K., & Budd, K.S. (1981). Teaching a parent to train a spouse in child management techniques. *Journal of Applied Behavioral Analysis 14,* 193-205.

Bailey, D.B. (1984). A traxial model of the interdisciplinary team and group process. *Exceptional Children, 51,* 17-25.

Batemen, B. (1982). Legal and ethical dilemmas of special educators. *Exceptional Educators Quarterly, (2),* 57-67.

Beckman, P.J. (1983). Influence of selected child characteristics on stress in families of handicapped infants. *American Journal on Mental Deficiency, 88,* (150-156).

Bennett, J.M. (1985). A ten o'clock sholar. In H.R. Turnbull & A.P. Turnbull (Eds.). *Parents speak out: Then and now.* Columbus, OH: Merrill, 175-183.

Bristol, M.M., & Schopler, E. (1983). Stress and coping in families with autistic adolescents. In E. Schopler and G.B. Mesibov, (eds.). *Autism in adolescents and adults.* New York: Plenum Press, (251-278).

Gallagher, J.J., Cross, A., & Scharfman, W. (1981). The father's role. *Journal of the Division of Early Childhood 3,* 3-14.

MacMillan, D.L., & Turnbull, A.P. (1983). Parent involvement with special education: Respecting individual preferences. *Education and Training of the Mentally Retarded. 18,* 5-9.

Turnbull, A.P. (1988a). Accepting the challenge of providing comprehensive support to families. *Education and Training in Mental Retardation, 23(4),* 261-272.

Key Journals

Exceptional Children   *Education & Training of the Mentally Retarded*
Focus on Exceptional Children   *Journal of the Division of Early Childhood*
American Journal on Mental Deficiency   *Infants and Young Children*
Teaching Exceptional Children   *Infant-Toddler Intervention*
Topics in Early Childhood Special Education

Interaction, for the purpose of this course, can be accomplished through the use of BlackBoard Technology. Additionally, I can be contacted via E-mail at Creekmore@ulm.edu as well as Corvette@jam.rr.com (home E-mail address in case of emergency). Additionally, I have voice mail capabilities at both my office phone as well as my home telephone. Please, if you need to be in contact with me via phone, leave a message and <u>clearly and slowly</u> articulate your telephone number so that I may return your call if possible.

Individualized Family Services Plan Evaluation Rubrics
Special Education 567
Counseling Parents of Children with Special Needs

Organization

4. All required documents and required parts of documents are included.
Sequencing between and within documents is appropriate and effective.
Details fit where placed, making it easy for the reader to follow the portfolio and to locate and identify specific information in required documents.
Project evidence is well explained and neatly organized.

3. All required documents and parts of required documents are included.
Sequencing between and within documents is generally appropriate and effective but occasionally lacks continuity.
All required documents are easy to locate and identify.
Project evidence is generally well explained but at times is insufficient or confusing.

2. One required document or part of one required document is missing.
Sequencing between and within documents is somewhat effective but lacks continuity.
Reader may have difficulty locating or identifying required documents.
Project evidence is unclear or confusing because of poor organization or missing explanations.

1. Two or more required documents or parts of required documents are missing.
Reader must search the portfolio to locate or identify required documents.
Documents and parts of documents appear to be randomly, not sequentially, placed.
Project evidence is missing.

Ideas and Content

4. All Ideas are clear.
All appropriate details are included.
Writing is focused and contains accurate supporting details.
Extensive evidence is provided to explain and verify project activities.
Extensive connections and explanations clearly show what was learned.

3. Most ideas are clear.
Most included details are appropriate. Few details are repeated or missing.
Written information provides accurate explanation of project.
Most evidence is provided to explain and verify project activities.
Connections and explanations usually show what was learned.

2. Meaning of ideas is somewhat unclear.
Details are appropriate, but some may be repeated or missing.
Writing has some development but is missing project details.
Some evidence is provided to explain and verify project activities.
Connections and explanations sometimes indicate what was learned.

1. Meaning of ideas is usually unclear.
Details are inappropriate, limited, or unclear.
Writing is too short to explain the required project information.
Evidence provided does not verify project.
Connections and explanations do not indicate what was learned Conventions

4. Usage, spelling, capitalization and punctuation errors are so minor the reader can skim over them unless specifically searching for the errors.
Errors do not interfere with the reader's understanding.

3. Usage, spelling, capitalization and punctuation are mostly correct; however, there are minor noticeable errors.
Errors do not interfere with the reader's understanding.

2. Usage, spelling, capitalization and punctuation errors are frequent and noticeable.
Errors sometimes interfere with the reader's understanding.

1. Usage, spelling, capitalization and punctuation errors are numerous and make the material difficult to read.
Errors frequently make the portfolio information impossible for the reader to understand.

Presentation (Pride in Production)

4. All portfolio documents are typed using appropriate font size and style.
All components are neat and visually well presented.
Portfolio is clearly organized with a systematic placement and labeling of all documents.

3. All portfolio documents are typed using appropriate font size and style.
Most components are neat and visually well presented.
Portfolio is organized and documents are labeled for easy identification.

2. Typed documents use inappropriate font styles or sizes. If documents are written in ink, handwriting is neat and legible.
Some documents are neat and visually well presented although, overall, the entire portfolio is poorly presented.
Portfolio has a few messy or poorly organized areas which should have been corrected before the final draft.
Identification of documents may be difficult if labels are confusing.

1. Documents are poorly written. Handwriting is sloppy or illegible. Typing contains numerous typos or inappropriate fonts.
Portfolio documents are difficult to read and understand because of messiness.
Portfolio is poorly organized. It lacks systematic placement and labeling of documents.

Observation of Learning Outcomes:

Prestructural (1)___ Unistructural(2)___ Multistructural(3)___ Relational(4)___ Extended Abstract(5)___

SPECIAL EDUCATION 506
Vocational and Transition Services for Students with Disabilities

I. Course Description

Vocational and Transition Services for Students with Disabilities. 3 cr. Designed to build competencies of educators in developing appropriate individual transition plans (ITP's) and facilitate transition of students with special needs into the work force (Previously SPED 570-B)

II. Rationale

The ULM Interactive Learning Model to Prepare Learning Facilitators provides the framework supporting the College of Education and Human Development professional programs. This interactive studies course extends knowledge and skills of SPED 561, PSYC 552, PSYC 403 and SPED 502 and interacts directly with SPED 505. Content related to the conceptual framework permeates the course and is specifically reflected in Objectives and Outcomes (Objectives A-J, Topics (A-K) and chapters of the required text.

III. Course Objectives, Outcomes and Standards

Class sessions will provide opportunities to investigate factors related to (1) the litigation and legislation history pertaining to vocational specific training for special needs learners, (2) strategies and structures utilized to deliver a vocation specific curriculum and (3) skills to perform a functional vocational assessment. The course will employ theoretical and practical applications of theory and research in multicultural instructional settings.

Objectives This course is designed to enable Candidate to:	Conceptual Framework KSD	Assessment Strategies	LCETS Standards	Specialty Standard(s) (CEC)	NCATE/ State Standards	Mastery Level (I=Initial; M=Mastery; Ma=Maintenance
1. Demonstrate knowledge of the major special education legislation that had led to, supports and mandates transition services.	K2,5,6; S6; D2,4,5,6	VIII.A.1a	I.A.6	CC1K1; GC1K3;GCiK4	1,4 A1,2	I
2. Describe the components of an effective, comprehensive curriculum model for transition services.	K1,2,3,4,5,6 S4,5; D2,3,5,6	VIII.A.1a, 2a, 2b	I.A.6;III.C.2	CC1K1; CC1K3; CC1S1; GC1K3; GC1K5; GC1K6; GC1K8; CC7K1; CC7K2; CC9K2; CC9K3; CC10K2; CC10K4	1,2,4 A1,2	I
3. Exhibit a thorough understanding of strategies that can be employed to encourage active and productive family involvement in transition planning.	K1,2,3,5 S6; D1,2,3,4,5,6	VIII.A.2a, 2b	V.B.1-3; I.A.6; III.D.2	CC2K4; CC3K3; CC3K4; CC10K1; CC10K2; CC10K3; CC10K4;	1,2,4 A1,2,3,4	I

4. Identify five or more local, regional, state and national agencies/resources that are instrumental in promoting career development and transition services, and explain the particular contribution of each.	K1,2,3,4,5; S2,3,4,5,6; D1,2,5,6	VIII.2b	V.B.3; I.A.6	CC1K3; GC4K1; CC8K5; GC8K3; GC9K1; GC9K2; GC10K1;	1,4 A2	I
5. Exhibit skill in developing a comprehensive transition service plan/IEP for a student with special needs with emphasis on communication and collaboration.		VIII A.2a,2b	I.A.6; III.C.3-4	GC1K5; GC1K8; CC2K3: CC2K4; CC3K2; CC3K3; GC3S1; CC4S1; CC4S5; CC4S6; GC4K1; GC4S1; GC5K1; GC5K2; GC5K3; GC5S1; GC5S3; CC7K3; CC7S10; GC7K2; GC7S5; GC7S6;	1,2,4 A1,2,3,5	I
6. Demonstrate the ability to perform a functional assessment in order to determine optimal vocational placement for a student with special needs based on learner characteristics and style.		VIII A.2a,2b	I.A.6; V.B.1-3	CC8K1; CC8K2; CC8K3; CC8K4; CC8K5; CC8S1; CC8S2; CC8S3; CC8S5; CC8S6; CC8S7; CC8S8	1,2,3 A1,2,3,5	I

IV. Primary Empirical Base

The primary empirical base for this course is: Good, & Brophy, 1999; Hallahan, & Kauffman, 2000; Grant, & Sleeter, 1998; Asselin, Todd, & DeFur, 1998; Knott, & Asselin, 1999; and Council for Exceptional Children (1996). *What every special educator should know: The international standards for preparation and certification of special education teachers*; INTASC Standards.

V. Resources and Materials

The textbook adopted for this course is: Brolin, D.E. (2003*). Career Education: A Functional Life Skills Approach*, 3rd. ed.). Columbus, OH: Merrill. Proof of professional liability insurance is required. Other major resources include: Halpern, Herr, Doren, & Wolf (2000); www.doe.state.la.us; www.ed.uiuc.edu/SPED/dcdt/; http://www.nichcy.org; www.CEC.SPED.org.

VI. Course Topics

The major topics to be considered are: A. The legal foundations of vocational/transition services; B. Components of effective, comprehensive curriculum models; C. Interagency cooperation/collaboration; D. Transition service plan/IEP development; E. Functional life skills/vocational assessment; F. Outcome-based education; G. Program development; H. Lesson plan development; I. Community-based/community-referenced instruction

VII. Instructional Methods and Activities:

Methods and activities for instruction include:
A. Traditional Experience: 1. Lecture/discussion; 2. Student presentations; 3. Small group activities; 4. Guest lectures
B. Clinical Experience: 1. On-site interviews; 2. Administration and interpretation of transition assessment materials

VIII. Assessment and Grade Assignment:

The student will maintain an average of 80% or above on all work.

A. Methods

1. Traditional Assessment: a. Knowledge and Application Exams (40%); Written Abstracts (10%)

2. Performance Assessment: a. Development of an Individualized Transition Plan (25%); b. Panel Debate Presentation (10%); c. Student Perspective Interview Presentation (5%); d. Development of a Functional Resource/Agency Career Development/Transition Training Document (10%)

IX. Course Schedule

Week 1	Overview of IDEA; terms and definitions; handouts History of legislation and litigation
Week 2	Continue Session I; Unit 1 - overview of *Next S.T.E.P.*, Introduction (pp. 1-15); Transition Services
Week 3	Transition Services, Who determines what services are needed and how? Lesson 1 – Transition Planning (pp 21-33)
Week 4	Lesson 2 – More about Transition Planning (pp 35-45) Where will Transition Services be provided?
Week 5	Lesson 3 and 4 – Likes and Dislikes, Hopes and Dreams ----Congressional Intent
Week 6	Lesson 6 – United 2 - Transition Skills Inventory (TSI) -----Life Centered Career Ed. Curriculum Presentation
Week 7	Lesson 8 – Understanding TSI results ------Eligibility for Adult Services & Community Participation Presentation
Week 8	Unit 3 – Lesson 9 – Job Goal ----Tying transition goals & objs. to school Presentation
Week 9	Lesson 11 – Sharing accomplishments ----Importance of Assessment Presentation
Week 10	Lesson 12 – Education and Training Goals ----Suggestion, for Transition Planning Presentation
Week 11	Lesson 13 – Personal Goals Presentation
Week 12	IEP Development – what is it, how to develop it; Assignment: develop a Transition IEP

Week 13	Critique Transition IEP; revise as needed **Resource file/folio Due** Presentation
Week 14	Lesson 14 – Goals for Living on your own **Transition Service Packet Due** -----In Conclusion
Week 15	Summary and suggestions **Final Exam**

X. Policies and Bibliography

A.   Class Policies

1.   Attendance
Students are expected to attend all class meetings and are responsible for any academic information and work missed during their absence; in the event of absence, the student should consult peers to prepare for the next class.

2.   Assignments
Assignments are due on the specified date. Late assignments may be subject to a five percent (5%) per day grade reduction.

3.   All examinations will be given on the specified dates. In the event of an emergency, make-up examinations will be scheduled at the instructor's earliest convenience.

4.   Safety
The instructor will provide safety procedures in the first class session that are found in ULM's *Safety Manual*, Revised 1998.

The knowledge bases that support course content and procedures include: *Louisiana's IEP Handbook for Students with Disabilities* (July 1, 2002).

Bibliography: ddixon@mail.doe.state.la.us
www.ed.uiuc.edu/SPED/dcdt/
http://www.nichcy.org
www.CEC.SPED.org

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Asselin, S. B., Todd, M., and deFur, S. (1998). Transition coordinators: Define yourselves. *Teaching Exceptional Children*, 30 (3), 11-15.
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Blackorby, J., and Wagner, M. (1996). Longitudinal post school outcomes of youth with disabilities: Findings from the national longitudinal transition study. *Exceptional Children*, 62, (5), pp. 399-414.Council for Exceptional Children (1998). *What every special educator must know: International standards for the preparation and licensure of special educators*. Reston, VA: Author.

Deshler, D. D., Ellis, E. S., and Lenz, B. K. (1996*). Teaching adolescents with learning disabilities: Strategies and methods*, (2nd ed.). Denver, CO: Love.

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Furney, K. S., Hasazi, S. B., & DeStefano, L. (1997). Transition policies, practices, and promises: Lessons from three states. *Exceptional Children* 63, (1). pp. 343-356.

Grigal, M., Test, D. W., Beattie, J., & Wood, W. M. (1997). An evaluation of transition components of individualized education programs. *Exceptional Children,* 63, (3). pp. 357-372.

Knott, L., & Asselin, S. B. (1999). Transition competencies: Perception of secondary special education teachers. *Teacher Education and Special Education*, 22, 55-65.

Kohler, P. D. (1998). Implementing a transition perspective of education: A comprehensive approach to planning and delivering secondary education and transition services. In F. R. Rusch, & J. G. Chadsey (Eds.), *Beyond high school: Transition from school to work* (pp. 179-205). Belmont, CA: Wadsworth Publishing Co.

Thomas, J., & Maxwell, C. (1996). Packing the parachute: Parents' experiences as their children prepare to leave high school. *Exceptional Children*, 62, (1). pp. 75-88.

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Hall, deFur, S. and Taymans, J. M. (1995). Competencies needed for transition specialists in vocational rehabilitation, vocational education, and special education. *Exceptional Children*, 62, (1). pp. 38-51.

Nisbet, J., & Hagner, D. (1988). Natural supports in the workplace. A reexamination of supported employment. *Journal of the Association for Persons with Severe Handicaps,* 13, pp. 260-267.

Rusch, J., and Heal, L. W. (1995). Building consensus from transition experts on social integration outcomes and interventions. *Exceptional Children,* 62, (2). pp. 165-187.

Rusch, F. R. (1986). *Competitive employment issues and strategies.* Baltimore: Paul H. Brooks.

Schloss, P. J., Smith, N. A., & Schloss, C. N. (1995*). Instructional methods for adolescents with learning and behavior problems,* (2nd ed.). Boston: Allyn and Bacon.

Turnbull, F. P., & Turnbull, H. R. (1988). Toward great expectations for vocational opportunities: Family-professional partnerships. *Mental Retardation*, 26, pp. 337-342.

West, L. L., Corbey, S., Stephens, A. B., Jones, B., Miller, R. J., & Wircenski, J. (1992). *Integrating transition planning into the IEP process.* Reston, VA. The Council for Exceptional Children.

Key Professional Journals

Exceptional Children
Journal of Applied Rehabilitation
Teaching Exceptional Children
Journal of Applied Behavior Analysis

B. Transition Service Packet Contents:
   A. Case Study
   B. Functional Skills Assessment
   C. Vocational Survey
        1. Task Analysis
        2. Time and Motion Study
   D. Business Contacts
   E. Transition Services Plan/IEP
      (Include recommended instructional materials and delivery models)
      Each component is worth a possible 5 points.
       Total possible points: 25

C. Projects
   A. Complile a current resource file/folio of services available for vocational/transitions
       assistance.
   B. Include: 1. Local, 2. Regional, 3. State, and 4. National resources.
   C. List name, address, telephone number, email, FAX and a description of services provided. *Must have a minimum of 5 in each area.*Possible points: 20

D. Presentations
       A. Provide a 50 minute presentation of an assigned topic. Use of resource people and materials are *required*.

       B. Session outline of subject *must* be provided for each class member.

       C. May use a panel (i.e., school personnel, parents, community agencies, etc.), video, interviews, and various appropriate materials

       Possible points: 15

SPECIAL EDUCATION 506 – Vocational and Transition Services for Students with Disabilities

Signature Piece Description:

The signature piece required for this course is the generation of an Individualized Transition Plan for a secondary level student with special needs. The plan will include pertinent evaluation data, conclusions, recommendations, placement decisions and the specific transition plan implementation schedule.

Technology Component: Students involved in this course used the world wide web to download copies of the state adopted ITP format. Additionally, they used the web to conduct transition research, article reviews and to collect references pertinent to this assignment. They also used standard e-mail to communicate between cohort members.

SPECIAL EDUCATION 506
Vocational & Transition Services for Students with Disabilities
Portfolio Evaluation Rubric

Name: _____ Course:_____ Date:_____ Score: ____/____

CEC:GC1K5;GC1K8;CC2K3-4;CC2K4;CC3K2-3;GC3S1;CC4S1;CC4S5-6;GC4K1;GC4S1;GC5K1-3;GC5S1;GC5S3;CC7K3;CC7S10;GC7K2;GC7S5-6.

Scoring Criteria	1	2	3	4
Organization (K1,2,4,5,6;S1,2,5,6; D1,2,5,6)	Reader must search the portfolio to locate or identify required documents. Documents and parts of documents appear to be randomly, not sequentially placed. Project evidence is unclear or confusing because of poor organization or missing explanations.	Sequencing between and within documents is somewhat ineffective, but lacks continuity. Reader may have difficulty locating or identifying required documents. Project evidence is unclear or confusing because of poor organization or missing explanations.	Sequencing between and within documents is generally appropriate and effective but occasionally lacks continuity. All required documents are easy to locate and identify. Project evidence is generally well explained but at times is insufficient or confusing.	Sequencing between and within documents is appropriate and effective. Details fit where placed, making it easy for the reader to follow the portfolio and to locate and identify specific information in required documents.
Content (K1,2,4,5,6; S1,2,4,6; D1,2,5,6)	Two or more required documents or parts of required documents are missing. Portfolio does not contain important components representative of all aspects of the course.	One required document or part of one required document is missing. The portfolio does not contain enough samples to completely represent course content and activities.	All required documents and parts of required documents are included. The portfolio adequately represents course content and activities.	All required documents and required parts of documents are included. Portfolio contents are representative of the full array of course content, presentations, activities, projects, assignments, and assessments.
Ideation (K1,2,5; S1,2,5; D1,2,3,4,5,6)	Meaning of ideas is unclear. Details are inappropriate, limited, or unclear. Writing is too short to explain the required project information	Meaning of ideas is somewhat unclear. Details are appropriate, but some may be repeated or missing. Writing has some development but is missing project details. Some evidence is provided to explain and verify project activities. Connection and explanations sometimes indicate what was learned	Most ideas are clear. Most included details are appropriate. Few details are repeated or missing. Written information provides accurate explanation of project. Most evidence is provided to explain and verify project activities. Connections and explanation usually show what was learned.	All ideas are clear. All appropriate details are included. Writing is focused and contains accurate supporting details. Extensive evidence is provided to explain and verify project activities. Extensive connections and explanations clearly show what was learned.

Presentation (K1,2,3,4,5,6; S1,2,4,5,6; D1,2,4,5,6)	Documents are poorly displayed. Handwritten components are sloppy or illegible. Typed documents contain numerous typos or lack visual appeal. Portfolio is poorly organized, lacking systematic placement and labeling of documents. Overall appearance of portfolio is unattractive.	Documents are adequately displayed, but some components are not neat or, if handwritten, are barely legible. Typed documents lack visual appeal. Some components of the portfolio are poorly organized or labeling is not adequate for ease of locating documents. Overall appearance of portfolio is adequate.	All portfolio documents are neatly displayed. Both typed and hand-written documents are neat. Portfolio is organized and documents are labeled for ease of identification. Overall appearance of portfolio is good.	All portfolio documents are visually attractive and neatly displayed. Both typed and handwritten documents are well presented. Portfolio is clearly organized with systematic placement of documents and labeling that facilitates locating and identifying individual components. Overall appearance of portfolio is very attractive.

Required Contents: ☐ .... ☐ .... ☐ .... ☐ ....
☐ .... ☐ .... ☐ .... ☐ ....

Observation of Learning Outcomes

Prestructural (1) ____	Unistructural (2) ____	Multistructural (3) ____	Relational (4) ____	Extended Abstract (5) ____
There may be preliminary preparation, but the task itself is not attacked in an appropriate way.	One aspect of the task is performed or understood serially; but there is no relationship to facts or ideas	Two or more aspects of the task are performed or understood serially with limited interrelationships to other ideas	Several aspects are integrated so that the whole has a coherent structure and meaning in and of itself	The coherent whole is raised to a higher level of performance showing expertise within and of itself.

091203

SPECIAL EDUCATION 526
Curriculum & Methods for Early Childhood Special Education

I. Course Description
Curriculum & Methods for Early Childhood Special Education. 3 cr.
Knowledge of and techniques in organizing and teaching curricular methods and instructional patterns effective in intervention and training of preschool children who are at-risk for learning difficulties.

II. Rationale
The ULM Interactive Learning Model to Prepare Learning Facilitators provides the framework supporting the College of Education and Human Development professional programs. This interactive studies course extends knowledge and skills of SPED 525 and supplements SPED 527 that are in the training sequence. Contents related to the conceptual framework permeates the course and is specifically reflected in Objectives and Outcomes
(Objectives 1-5: Topics A-M; Evaluation methods found in Section V: and chapters of the required text.

III. Course Objectives, Outcomes and Standards
Class sessions will provide opportunities to understand factors related to (1) the historical roots, pragmatics and educational purposes of early childhood special education, (2) knowledge of the etiology of developmental disabilities in young children and the impact on the education and training of these children, (3) understanding of the motor, adaptive behavior, social-emotional, communication, language and cognitive skills, their development and associated defects/dysfunction in typical and atypical preschool children and (4) skills in assessment and adjustment of classroom environs which facilitate learning and teaching of preschool children with special needs. The course will employ theoretical and practical applications of theory and research in multicultural instructional settings.

Objectives This course is designed to enable Candidate to:	Conceptual Framework KSD	Assessment Strategies	LCET Standards	Specialty Standard(s) (CEC)	NCATE/ State Standards	Mastery Level (I=Initial; M=Mastery; Ma=Maintenance)
1. Understand the history, origin, chronology, standards and trends of development of early childhood education for children with special needs.	K2,5,6; S6; D6	VIII.A.1a	IV.B	CC1K1-10; CC1S1; EC1K1-3; CC7K1; CC9K1-4; CC9S1-12	1,4 A1,2	I
2 Explain, and clearly understand the etiology of the major disabling conditions and their impact on the education and training of children with special needs and apply appropriate curricular efforts to compensate for the disabilities	K1,3,4,5,6; S2,3,5,6; D1,3,6	VIII.A.1a, 2b	I.A.3; II. A.1; II. C. 1; II.C.2; III.A.1-5; III.B.1 – 3; III.C.1-4; III.D. 1-4; V.B. 1-3	CC2K1-7; EC2K1-6; CC3K1-5; EC3S1; EC4S1-3; EC5K1; EC5S4; EC5S5; EC6K1, 2, 4: EC6S1; CC7K1,2,3,5; CC7S1-14; EC7S1-4	1.4 A1,2	I

3. Explain the purpose of early intervention strategies and demonstrate the skills and understanding of generating an educationally appropriate curriculum based IEP/IFS document.	K1-6; S1-6; D1,4,5,6	VIII.A.1a, 2a, 2b, 2c, 2d, 2e	I.A.1-6; III.C. 1-4; III.D. 1-4; V.B. 1-3	CC2K2; CC2K5; CC2K6; CC2K7; CC4S1, 3, 4, 5, 6; EC4S1-3; EC5K1; EC5S1, 3,5; CC7K1-5; CC7S1-13; CC10K1-4; CC10S1-6, CC10S9,10,11	1,2,3 A1,2,3,4,5	I	M
4. Demonstrate an understanding of the development of motor, adaptive behavior, social-emotional, communication, language, and cognitive skills in both typical and atypical preschool children.	K1,2,4,5,6; S1,3,5,6; D1-6	VIII.A.1a, 2a, 2c, 2d, 2e		CC2K1-7; EC2K1-6; CC3K1, 2, 4, 5; EC3S1; EC5K1; CC6K1-4; CC6S1	1,2,3 A1,2,4,5	I	
5. Assess the status of the classroom environment for learning enhancement; demonstrate an understanding of compensatory techniques used in classroom environment arrangement to facilitate optimum learning; selection and use of appropriate materials and teaching aids for use with these learners.	K1-6; S1-6; D1-6	VIII A.1a, 2a, 2c, 2e	I.A.6; V.B.1-3	EC2K2; EC2K3; CC5K1, 2-4; CC5S4, 5, 10, 13; CC7K1, 2, 4, 5; CC7S1-12; EC7S1, 2, 4; CC10K1-4; CC10S1-11	1,2,4 A1,2,4,5	I	

IV. Primary Empirical Base

The primary empirical base for this course is: Guralnick, M. J. (Ed.), *Early childhood inclusion: Focus on change.* Baltimore: Brooks; Bricker, D., Pretti-Frontczak, K., & McComas, N. (1998). *An activity-based approach to early intervention (2nd ed.).* Baltimore: Brookes and Council for Exceptional Children (1996). *What every special educator should know :The international standards for preparation and certification of special education teacher.*; INTASC Standards.

V. Resources and Materials

The textbook adopted for this course is: Lerner, J.W., Lowenthal, B., & Egan, R. (1998). *Preschool children with special needs: Children at-risk, children with disabilities*. Boston: Allyn & Bacon. Proof of professional liability insurance is required.

VI. Course Topics

The major topics to be considered are:
- A. Preschool Children with Special Needs
  1. Children with Special Needs
  2. Early Intervention
  3. Theoretical Foundations of Early Education
- B. Changing Policies and Laws

1. Historical Perspectives
2. Studies of Early Childhood Intervention
3. Legislation and Programs for Children with Disabilities/At Risk

C. Family Systems
   1. The Family
   2. Parent/Family Reactions to Having a Child with Special Needs
   3. Participation of the Family in Early Intervention: A Partnership

D. Assessment and Evaluation of Young Children
   1. Purposes of Assessment
   2. Stages of the Assessment Process
   3. Special Considerations for Assessing Young Children

E. Environments for Learning
   1. Types of Settings
   2. Models for Integrating Young Children with Special Needs with Typical Children
   3. Service Coordination

F. Curriculum Development
   1. Defining the Curriculum
   2. Types of Early Childhood Curricula
   3. The Role of Play in the Curriculum

G. Motor Development and Medically Related Problems
   1. Characteristics and Types of Motor and Physical Disabilities
   2. Medically Related Disabilities
   3. Intervention Strategies for Children with Motor Delays and Physical Disabilities

H. Adaptive Behavior
   1. Adaptive Behavior in Early Childhood
   2. Common Principles of Adaptive Behaviors

I. Social-Emotional Development
   1. Defining Social and Emotional Disabilities
   2. Theories of Social and Emotional Development in the Young Child
   3. Intervention Strategies for Young Children with Social and Emotional Difficulties

J. Communication/Language Development
   1. Definitions of Communication, Speech, and Language
   2. Causes of Language Problems
   3. Intervention

K. Cognitive Development
   1. What Are Cognitive Skills?
   2. Theories of Cognitive Development
   3. Intervention Strategies for Teaching Cognitive Skills

L. Transition
   1. Factors Affecting Transitions
   2. Planning for Transitions
   3. Stages in a Coordinated Transition Plan

M. Emerging Issues and Trends
   1. Computers and Young Children with Special Needs
   2. Changing Roles of Early Childhood Special Educator
   3. Cultural and Linguistic Diversity

VII. Instructional Methods and Activities:

Methods and activities for instruction include:

A. Traditional Experience: 1. Lecture/discussion; 2. Demonstration; 3. Video/CD evaluations; 4. Guest lectures

B. Clinical Experience: 1. Simulation/role playing; 2. Topical Debate; 3. teaching materials analysis and class presentations; 4. Journal Critique Presentations; 5. Reflective Activities; 6. Portfolios 7. IEP/IFSP report

VIII. Assessment and Grade Assignment:

The student will maintain an average of 80% or above on all work.

A. Methods

    1. Traditional Assessment: a. Knowledge and Application Exams (40%).

    2. Performance Assessment: a. Development of a Portfolio (20%); b. Panel Debate Presentation (10%); c. IFSP/IEP development (20%); d. Film/class issues critique (5%); e. Analyze curricular materials developed for preschool children with special needs (5%).

IX. Tentative Schedule:

W.N. Creekmore, Ph.D.
Office: Strauss 241
Phone: 342-1291
E-Mail Address – Creekmore@ulm.edu

Session 1 Chapter 1: Preschool Children with Special Needs
Session 2 Chapter 2: Changing Policies and Laws
        Journal critiques
Session 3 Chapter 3: Family Systems
        Journal critiques
Session 4 Chapter 4: Assessment and Evaluation of Young Children
        Journal critiques
Session 5 Chapter 5: Environments for Learning
        Journal critiques
Session 6 Chapter 6: Curriculum Development
        Analyze materials and report to class
Session 7 Chapter 7: Motor Development and Medically Related Problems
        Analyze materials and report to class
Session 8 Chapter 8: Adaptive Behavior
        Written examinations
        Analyze materials and report to class
Session 9 Chapter 9: Social-Emotional Development
        Analyze materials and report to class
Session 10 Chapter 10: Communication/Language Development
        Autobiography
Session 11 Chapter 11: Cognitive Development
        Topical debate
Session 12 Chapter 12: Transition
        Chapter 13: Emerging Issues and Trends
        Conference or Interview

Session 13 Portfolio
Written examination

B.   Class Policies:
1. *Attendance*: Students will receive 7.7 points per class attendance. Three tardies will count as one absence as well as leaving the class early three times. Students are expected to attend all class meetings; they are responsible for any academic information and work missed during their absence.
2. *Assignments*: All assignments are due on or before indicated dates. There will be a five point per class penalty for late assignments.
3. *Make up tests*: In the event of an emergency absence, the student is required to immediately inform the instructor. If there is a valid and acceptable excuse the exam will be rescheduled.

X.   Bibliography:
The knowledge bases that support course content and procedures include:

Contemporary References

Achilles, C. M. (1997). Small classes, big possibilities. *The School Administrator, October,* 6-15.

Alexander, K. L., & Entwisle, D. R. (1996). Schools and children at risk. In A. Booth and J. F. Dunn (Eds.), *Family-school links: How do they affect educational outcomes?* (pp.67-88). Mahwah, NJ: Erlbaum.

Bardill, D. R. (1997). *The relational systems model for family therapy: Living in the four realities.* New York: Haworth Press.

Barry, F., & Collins, P. (1997). The scope and history of child abuse and neglect. In J. Garbarino & J. Eckenrode (Eds.), *Understanding abusive families* (pp. 26-55). San Francisco: Jossey-Bass.

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Briggs, M. H. (1997). *Building early intervention teams.* Gaithersburg, MD: Aspen.

Brooks, C. S, & Rice, K. F. (1997). *Families in recovery: Coming full circle.* Baltimore, MD: Paul H. Brookes.

Caine, R. N., & Caine,G. (1997). *Education on the edge of possibility.* Alexandria, VA: Association for Supervision and Curriculum Development.

Creekmore, W. N. (1996). *Parent and community resources manual for the preschool child with special needs,* NLU Press.

Dykens, E.M. & Hodapp, R.M. (2001). Research in mental retardation: Toward an etiologic approach. *Journal of Child Psychology and Psychiatry, 42,* 49-71.

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Garbarino, J., & Eckenrode, J. (1997). The meaning of maltreatment. In J. Garbarino & J. Eckenrode (Eds.), *Understanding abusive families.* San Francisco: Jossey-Bass.

Greenspan, S.I. (2001). The affect diathesis hypothesis: The role of emotions in the core deficit in autism and in the development of intelligence and social skills. *The Journal of Developmental and Learning Disorders, 5,* 1-45.

Hetherington, E. M., & Blechman, E. A. (Eds.). (1996). *Stress, coping, and resiliency in children and families.* Mahwah, NJ: Erlbaum.

Hourcade, J.J., & Bauwens, J. (2003). *Cooperative teaching: Rebuilding and sharing the schoolhouse* (2nd. ed.). Austin, TX: Pro-Ed.

Mullis, F., & Fincher, S. F. (1996). Using rituals to define the school community. *Elementary School Guidance and Counseling, 30,* 243-251.

Turnbull, A. & Turnbull, R. (2001). *Families, professionals, and exceptionality: Collaborating for empowerment* (4th ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

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Abramovitch, R., Corter, D., & Lando, B. (1979). Sibling interaction in the home. *Child Development, 50,* 997-1003.

Abrams, J. C., & Kaslow, F. (1977). Family systems and the learning disabled child: Intervention and treatment. *Journal of Learning Disabilities, 10,* 86-90.

Allen, M., Brown, P. & Finlay, B. (1992). *Helping children by strengthening families: A look at family support programs.* Washington, DC: Children's Defense Fund.

Amerikaner, M. J., & Omizo, M. M. (1984). Family interaction and learning disabilities. *Journal of Learning Disabilities, 17,* 540-543.

Ammerman, R. T. (1990). Predisposing child factors, In R. T. Ammerman & M. Hersen (Eds.), *Children at risk: An evaluation of factors contributing to child abuse and neglect.* (pp. 199-221). New York: Plenum Press.

Bailey, D. B., Blasco, P. M., & Simeonsson, R. J. (1992). Needs expressed by mothers and fathers of young children with disabilities. *American Journal on Mental Rehabilitation, 97*(1), 1-10.

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Comer, J. P., & Haxby, B. (1991). Parent involvement in schools: An ecological approach. *Elementary School Journal, 91*(3), 271-277.

Creekmore, W. N., & Creekmore, N. N. (1981). The internal advocacy system: An alternative strategy for teacher and child. *Focus on Exceptional Children, 14*(1), 1-14.

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Framo, J. L. (1992). *Family-of-origin therapy: An intergenerational approach.* New York: Brunner/Mazil.

Knoll, J. (1992). Being a family: The family experience of raising a child with a disability or chronic illness. In V. J. Bradley, J. Knoll, & J. M. Agosta (Eds.), *Emerging issues in family support* (pp. 9-56). Washington, DC: American Association on Mental Retardation.

Key Journals

Exceptional Parent   *Exceptional Children*
Teaching Exceptional Children   *Topics in Early Childhood Special Education*

SPECIAL EDUCATION 526 – Curriculum and Methods for Early Childhood Special Education
Signature Piece Description:

The signature piece required for this course is the development of a professional portfolio reflective of the accumulation and documentation of class activities for the entire course. The content of the portfolio will include but not be limited to an instruction debate document, an IFSP/IEP plus implementation plans as well as appropriate professional journal abstracts.

Technology Component:

Students involved in this course will use the World Wide Web to download to capture, read, and evaluate professional journal articles, collect data for their assignments and communicate with each other via e-mail. Additionally, the students will use PowerPoint software to deliver their formal debate and interact with Blackboard for various class assignments.

SPECIAL EDUCATION 526
Curriculum & Methods for Early Childhood Special Education
Portfolio Evaluation Rubric

Name: _____ **Course:**_____ **Date:_____** **Score: ____/____**

CEC:CC1K1-10;CC1S1;EC1K1-3;CC7K1;CC9K1-4;CC9S1-12;CC2K1-7;EC2K1-6;CC3K1-5;EC3S1;EC4S1-3;EC5K1;EC5S4-5; EC6K1-2,4;EC6S1;CC7K1-3,5;CC7S1-14;EC7S1-4;CC4S1,3-6;EC4S1-3;EC5K1;EC5S1,3,5;CC7K1-5;CC7S1-13;CC10K1-4;CC10S1-6;CC10S9-11;CC2K1-7;EC2K1-6;CC3K1,2,4,5;EC3S1;EC5K1;CC6K1-4;CC6S1;EC2K2,3;CC5K1,2-44;CC5S4,4,10,13;CC7K1,2,4,5;CC7S1-12; EC7S1,2,4;CC10K1-4;CC10S1-11

Scoring Criteria	1	2	3	4
Organization (K1,2,5; S1,2,5; D1,6)	Reader must search the portfolio to locate or identify required documents. Documents and parts of documents appear to be randomly, not sequentially placed. Project evidence is unclear or confusing because of poor organization or missing explanations.	Sequencing between and within documents is somewhat ineffective, but lacks continuity. Reader may have difficulty locating or identifying required documents. Project evidence is unclear or confusing because of poor organization or missing explanations.	Sequencing between and within documents is generally appropriate and effective but occasionally lacks continuity. All required documents are easy to locate and identify. Project evidence is generally well explained but at times is insufficient or confusing.	Sequencing between and within documents is appropriate and effective. Details fit where placed, making it easy for the reader to follow the portfolio and to locate and identify specific information in required documents.
Content (K1,2,6; S1,2,5; D1,2,5,6)	Two or more required documents or parts of required documents are missing. Portfolio does not contain important components representative of all aspects of the course.	One required document or part of one required document is missing. The portfolio does not contain enough samples to completely represent course content and activities.	All required documents and parts of required documents are included. The portfolio adequately represents course content and activities.	All required documents and required parts of documents are included. Portfolio contents are representative of the full array of course content, presentations, activities, projects, assignments, and assessments.

Ideation (K1,2,5,6; S1,2,4,5; D1,2,5,6)	Meaning of ideas is unclear. Details are inappropriate, limited, or unclear. Writing is too short to explain the required project information	Meaning of ideas is somewhat unclear. Details are appropriate, but some may be repeated or missing. Writing has some development but is missing project details. Some evidence is provided to explain and verify project activities. Connection and explanations sometimes indicate what was learned	Most ideas are clear. Most included details are appropriate. Few details are repeated or missing. Written information provides accurate explanation of project. Most evidence is provided to explain and verify project activities. Connections and explanation usually show what was learned.	All ideas are clear. All appropriate details are included. Writing is focused and contains accurate supporting details. Extensive evidence is provided to explain and verify project activities. Extensive connections and explanations clearly show what was learned.
Presentation (K1,2,3,5,6; S1,2,6; D1,2,5,6)	Documents are poorly displayed. Handwritten components are sloppy or illegible. Typed documents contain numerous typos or lack visual appeal. Portfolio is poorly organized, lacking systematic placement and labeling of documents. Overall appearance of portfolio is unattractive.	Documents are adequately displayed, but some components are not neat or, if handwritten, are barely legible. Typed documents lack visual appeal. Some components of the portfolio are poorly organized or labeling is not adequate for ease of locating documents. Overall appearance of portfolio is adequate.	All portfolio documents are neatly displayed. Both typed and handwritten documents are neat. Portfolio is organized and documents are labeled for ease of identification. Overall appearance of portfolio is good.	All portfolio documents are visually attractive and neatly displayed. Both typed and handwritten documents are well presented. Portfolio is clearly organized with systematic placement of documents and labeling that facilitates locating and identifying individual components. Overall appearance of portfolio is very attractive.

Required Contents: ☐ .... ☐ .... ☐ .... ☐ ....
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Observation of Learning Outcomes

Prestructural (1) ____	Unistructural (2) ____	Multistructural (3) ____	Relational (4) ____	Extended Abstract (5) ____
There may be preliminary preparation, but the task itself is not attacked in an appropriate way.	One aspect of the task is performed or understood serially; but there is no relationship to facts or ideas	Two or more aspects of the task are performed or understood serially with limited interrelationships to other ideas	Several aspects are integrated so that the whole has a coherent structure and meaning in and of itself	The coherent whole is raised to a higher level of performance showing expertise within and of itself.

091203

Educational Techniques for Diverse Learners in Inclusive Classrooms

I. Course Description

Educational Techniques for Diverse Learners in Inclusive Classrooms. 3 credit hours. This course focuses on the analysis of the instructional needs of exceptional children and the application of instructional strategies and curricular modifications within the general education classroom. The course incorporates a variety of instructional approaches supplemented by 10 hours of clinical and field activities.

II. Rationale

The ULM Interactive Learning Model to Prepare Learning Facilitators provides the framework supporting the College of Education professional programs. This integrative studies course extends knowledge and skills of undergraduate reading and special education experiences and directly interacts with SPED 501, 502, 506, as well as graduate elementary coursework. Content related to the conceptual framework—especially performances related to planning and enhancing teaching to accommodate students' diverse and special needs—permeates the course and is clearly evident throughout Objectives and Outcomes, Topics, Assessment, and the textbook. This course addresses both Louisiana Components of Effective Teaching (LCET) and Council of Exceptional Children Standards (CEC).

III. Course Objectives, Outcomes, and Standards

Objectives This course is designed to enable candidates to:	Conceptual Framework KSD	Assessment Strategies (VIII below)	LCET Standards	Specialty Standards CEC	NCATE/ State Standards	Mastery Level I=Initial M=Mastery MA= Maintenance
1. Demonstrate knowledge of the inclusive education concept and its impact in the school setting.	K1,3,6;S1, 3,6;D1,5,6	A.1.a.; A.2.c.,d.	IIA2; IIIC1,4	CC1K1-10; GC1K-9; CC9K1-4;GC9K1-2GC10K1-4; GC10K2	1, 4 A-1,2,3	I
2. Demonstrate knowledge of learning environment adaptations that maximize learning for diverse learners from a variety of cultures and/or with specific learning needs.	K1,3,5; S1,2,3,5, 6;D1,5	A.1.a.; A.2.a.,b.,e	IA3;IIA1-2;IIIC1,4	GC1K5,8; CC3K1,5; GC4K1; CC5K1-10;GC5K1;2CC6K2-4; GC6K2-3	1,4 A-1,2	I
3. Exhibit proficiency in adapting instruction for the included student through analysis and modification of existing curricular materials.	K1,3,4,5, 6;S1,3,4, 5,6;D1,3, 4,5	A.1.a.,c; A.2.a.b.,e.	IA1-6; IIIA1; IIIB1; IIIC1	CC2K2; GC2K2,3; CC3K1-5; GC3K1; GC3S1; GC4K1-7;CC4S3CC5K1-6;GC5K1-3; CC6K1-4; CC7K5; CC7S1,8; GC7K1,3-4;	1,2,4 A-1,2,3,4,5	I
4. Plan for utilization of appropriate classroom management techniques and teaching strategies to enhance student learning at a variety of levels.	K1,3,5,6; S1,2,3,5, 6; D1,2,3,5,	A.1.c.; A.2.a.,b.,e.	IA1-6; IIA1; IIB2: IIC1; IIIB1; IIIC1	GC1K2,9; CC2K1-7; CC5K1-6; CC6K2-3; GC7K1;CC9K2; GC10K1,2	1,4 A-1,2,3,4,5	I

5. Identify and plan for meeting special learning needs of students through evaluation of student work samples.	K1,4; S1,4; D1,4	A.2.e.	IA1-6; IIID2	GC2K1-6CC3K1-2,5; GC3S1; CC4S3; GC4K1-7;CC5S3,6; CC7K1-5; GC7K1,3-4; CC8K1,4-5; CC8S1,4-9;GC8K3,4; GC8S3	1,2,4 A-1,3,4	I
6. Access resource information on specific learning needs.	K3,6; S1,3,5,6; D1,3	A.1.b.	IA3, IIC1	GC2K1-6; GC4K1; CC9K3-4; CC9S10; GC9K1	1,4 A-5,6	I

IV. Primary Empirical Base

Bloom, 1981; Bruner, 1966; Gardner, & Hatch, 1989; Johnson, & Johnson, 1987; Good, & Brophy, 1987; Hallahan, & Kauffman, 2000; Renzuli, & Reis, 1991; Stainback, & Stainback, 1996; Grant, & Sleeter, 1998; Council for Exceptional Children (1996). *What every special educator should know: The international standards for preparation and certification of special education teachers*; INTASC Standards; and the standards of the National Association for the Education of Young Children (NAEYC).

V. Resources and Materials

The textbook adopted for this course is: Mastropieri, & Scruggs (2000). *The inclusive classroom: Strategies for effective instruction*. Proof of professional liability insurance is required. Additional resources include: Choate (2000). *Successful inclusive teaching: Proven ways to detect and correct special needs*; Hallahan, & Kauffman (2003); Gestwicki, (1999) *Developmentally Appropriate Practice: Curriculum and Development in Early Education; Snapshots* Video Series; Web site resources (e.g., <http://seriweb.com>; <http://cec.sped.org>; <http://www.kathyschrock.com>).

VI. Course Topics

The major topics to be considered are: A. Overview of Inclusive Education; B. Special Needs of Special Learners; C. Adapting the Learning Environment; D. Adapting Instruction; E. Adapting for Specific Content; F. Adapting for Special Skills; G. Modifying Lesson Plans; H. Managing the Classroom; I. Evaluating Students in the Inclusive Class

VII. Instructional Methods and Activities

Methods and activities for instruction include:
A. Traditional Experiences: 1. Lecture/Discussion; 2. Guest Speakers; 3. Videos; 4. Student Presentations; 5. Article Reviews
B. Clinical Experiences: 1. Simulations; 2. Role Playing; 3. Collaborative Activities; 4. Blackboard Activities; 5. Analysis of case studies
C. Field-based Experiences: 1. Field Experiences: (10 hrs.); 2. Inteviews; 3. Development of adaptive instructional materials; 4. Materials Analysis; 5. Student Referral

VIII. Assessment and Grade Assignment

The candidate will maintain an average of 80 % on all work.
A. Methods
  1. Traditional Assessments: a. Knowledge and Application Exams; b. Journal critiques c. Class participation
  2. Performance Assessment: a. Lesson plan analysis, modifications, and accommodations b. Modified version of assessment c. Topical Debate; d. Interviews, written analysis, and presentation of findings; e. Referral and interventions. (Rubric used for 1b, 2a, b, c, d, e.).
B. Grading Scale, 100-92 = A; 91-80 = B; 79-70 = C.

IX. Bibliography

IX. Bibliography

The knowledge bases that support course content and procedures include:

A. Contemporary

Alper, S., Ryndac, D. L., & Schloss, C. N. (2001) Baldwin, A. Y., & Vialle, W. (1999). *Alternate assessment of students with disabilities in inclusive settings.* Boston: Allyn and Bacon.

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Bauer, A. M., & Shea, T. M. (1999). *Learners with emotional and behavioral disorders: An introduction.* Upper Saddle River, NJ: Merrill/Prentice Hall.

Bos, C. S., & Vaughn, S. (2000). *Teaching exceptional, diverse, and at-risk students in the general education classroom* (2nd ed.). Boston: Allyn and Bacon.

Campbell, L., Campbell, B., Dickinson, D. (1999). *Teaching and learning through multiple intelligences* (3rd ed.). Boston: Allyn and Bacon.

Choate, J. S. (Ed.) (2000). *Successful inclusive teaching: Proven ways to detect and correct special needs* (3rd ed.). Boston: Allyn and Bacon

Cook, R. E., Tessier, A., & Klein, M. D. (1996). *Adapting early childhood curricula for children in inclusive settings* (4th ed.). Englewood Cliffs, NJ: Merrill/Prentice Hall.

Council for Exceptional Children (2000). What every special educator should know: The standards for the preparation and licensure of special educators. Reston, VA: Author.

Coutinho, M. J., & Rapp, A. C. (1999). *Inclusion: The integration of students with disabilities.* Belmont, CA: Wadsworth.

Cramer, S. F. (1998). *Collaboration: A success strategy for special educators.* Boston: Allyn and Bacon.

Davis, G. A., & Rimm, S. B. (1998). *Education of the gifted and talented* (4th ed.). Boston: Allyn and Bacon.

Friend, M., & Bursuck, W. D. (2002). *Including students with special needs: A practical guide for classroom teachers* (3rd ed.). Boston: Allyn and Bacon.

Henley, M., Ramsey, R. S., & Algozzine, R. F. (1999). *Characteristics of and strategies for teaching students with mild disabilities* (3rd ed.). Boston: Allyn and Bacon.

Hill, J. L. (1999). *Meeting the needs of students with special and physical and health care needs.* Upper Saddle River, NJ: Merrill/Prentice Hall.

Jensen, E. (1998). *Teaching with the brain in mind.* Alexandria, VA: Association for Supervision and Curriculum Development.

Johnson, D. W., & Johnson, R. T. (1999). *Learning together and alone: Cooperative, competitive, and Individual learning* (5th ed.). Boston: Allyn and Bacon.

Kameenui, E. J., & Carnine, D. W. (1998). *Effective teaching strategies that accommodate diverse learners.* Upper Saddle River, NJ: Merrill/Prentice Hall.

Lerner, J., Lowenthal, B., & Egan, R. (1998). *Preschoolers with special needs: Children-at-risk or who have disabilities.* Boston: Allyn and Bacon.

Lewis, R. B., & Doorlag, D. H. (1999). *Teaching special students in general education classrooms* (5th ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

Mastropieri, M. A., & Scruggs, T. E. (2000). The inclusive classroom: Strategies for effective instruction. Upper Saddle River, NJ: Merrill/Prentice Hall.

Morrison, G. R., Lowther, D. L., & DeMeulle, L. (1999). *Integrating computer technology into the classroom.* Upper Saddle River, NJ: Merrill/Prentice Hall.

Miller, S. P. (2002). *Validated practices for teaching students with diverse needs and abilities.* Boston: Allyn and Bacon.

Salend, S. J. (2001). *Dreating inclusive classrooms: Effective and reflective practices.* (4th ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

Scott, J., Clark, C., & Brady, M. (1999). *Students with autism: Characteristics and instructional programming.* San Diego: Singular.

Slavin, R. E. (1995). *Cooperative learning: Theory, research and practice* (2nd ed.). Boston: Allyn and Bacon.

Stainback, S. & Stainback, W. (1996). *Inclusion: A guide for educators.* Baltimore: Brookes.

Tiegerman-Farber, E., & Radziewicz, C. (1998). *Collaborative decision-making: The pathway to inclusion.* Upper Saddle River, NJ: Merrill/Prentice Hall.

Tomlinson, C. A. (1999). *The differentiated classroom: Responding to the needs of all learners.* Alexandria, VA: Association for Supervision and Curriculum Development.

Tomlinson, C. A., & Kalbfleisch, M. L (1998). Teach me, teach my brain: A call for differentiated classrooms. *Educational Leadership, 56* (3), 52–55.

Walther-Thomas, C., Korinek, L., & McLaughlin, V. L. (1999). Collaboration to support students' success. *Focus on Exceptional Children, 32* (3), 1–18.

Wood, J. W. (1998). *Adapting instruction to accommodate students in inclusive settings* (3rd ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

Ysseldyke, J. E., Algozzine, B., & Thurlow, M. (2000). *Critical issues in special education* (3rd ed.). Boston: Houghton Mifflin.

B.   Classic

Dunn, L. M. (1968). Special education for the mildly retarded: Is much of it justifiable? *Exceptional Children, 35*, 5–22.

Gable, R. A., & Hendrickson, J. M. (Eds.) (1990). *Assessing students with special needs: A sourcebook for analyzing and correcting errors in academics*. New York: Longman.

Pressley, M. et al (1990). *Cognitive strategy instruction that really improves children's academic performance*. Cambridge, MA: Brookline Books.

Will, M. C. (1986). Educating children with learning problems: A shared responsibility. *Exceptional Children, 52*, 411–415.

C. Key Journals

Behavioral Disorders
Exceptional Child
Education and Training in Mental Retardation
Focus on Exceptional Children
Journal of Special Education Technology
Kappan
Language, Speech and Hearing Service in Schools
Learning Disabilities Research & Practice
Preventing School Failure
Remedial And Special Education
Teaching Exceptional Children

X. Course Schedule and Policies

  A. Course Schedule *(See Attached)*

  B. Course Policies

1. Attendance: Regular class attendance and active participation are essential components of this course: Professionalism Points will be deducted for each absence. Three tardies or three early departures will count as one absence. A student may have one excused absence without penalty. *Students are responsible for any academic information and work missed during their absence and will be expected to be fully prepared for the next class.*

2. Assignments: All assignments are due on or before indicated dates. There will be a five percent per class penalty on the late assignment as well as a Professionalism Points deduction. No assignment will be accepted later than two class meetings past due date.

3. Plagiarism: All student assignments are expected to be original work by the student. Sources must be cited if information is taken directly from another source. Work copied or borrowed will receive a zero.

4. Make up tests: In the event of an emergency absence, the student is required to immediately inform the instructor. If there is a valid and acceptable excuse, an alternate exam in an essay or oral format will be scheduled at the discretion of the instructor.

5. Cell phones must be *turned off* during class.

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SPED 545 Signature Assessment Description
Student Referral

By the end of this course, candidates are expected to create a Student Referral for a specific student who is exhibiting academic or behavioral difficulties that are of a degree serious enough to warrant referral for a full diagnostic evaluation. The types of information required for this assignment are closely aligned with those required for an actual school referral form.

The candidate must cite the reason for referral and elaborate on specific difficulties the student is experiencing in class. The *Student Information* and *Educational Profile* sections of the referral include the student's developmental history and in-depth educational profile with informal and formal assessment data, observational data, student strengths/weaknesses, learning style, multiple intelligences, and special interests.

The final section of the referral requires candidates to combine information gathered to complete the first two sections of the report and knowledge gained from the course to apply to the final section, *Classroom Interventions*. In this section, the candidate outlines the classroom interventions deemed appropriate for meeting the individual student's needs. Interventions must address the modifications/accommodations in the student's learning environment, instruction, materials, and assessment modifications/ accommodations.

Name: *Date:*

Assignment

Gather educationally relevant information for referring an individual student to the School Building Level team in order to initiate a full evaluation for special education services. Select a student who is considered "at risk" by the general educator or is currently classified as 504. In order to protect confidentiality, do not use the student's real name.

Your report will have three major sections: (I.) Student information; (II.) Educational Profile; and (III.) Interventions. Parts I. and II. should be in narrative format, but Part III. may be in narrative format, list format, or a combination thereof. Interventions are to be student-specific and referenced to identified learner characteristics rather than general recommendations.

I.   Student Information (K4; S5; D4)
(CEC Standards: CC1K4,7,10;CC2K1-4;CC3K1,3,5; CC6K1; GC8K3;CC8S1;CC10S1,2)

     5 Introduction: *Explain the reason for referral. Include a brief description of the student (personal characteristics, physical, behavioral, academic).*

  5 Background: *Developmental, family, medical (if relevant) and school history (grades repeated, special services, etc.)*

II.   Educational Profile (K4; S4; D4)
(CEC Standards: CC1K1-10;GC1K1-9;GC3K1;CC8K4;CC8S1,5;CC9K1-4;GC9K1,2; GC10K1-4;GC10K2;CC8K4;CC8S1,5)

  5 Classroom Performance: *Report card grades; classroom observations (by teacher or writer of this report)*

  5 Formal Assessments: *Standardized Test Scores; Evaluation reports*

  5 Student strengths and weaknesses: *Academic/Social–Emotional*

  5 Student learner characteristics: Learning style; multiple intelligences; special interests

III.   Classroom Interventions (K1-6; S1-6; D1-6)
(CEC Standards: CC3K5;CC4S1,3;GC4K1,2;GC5K2;GC5S6;GC6S1-3;CC7K4,5;CC7uS2,8;GC7K1;GC7K4; GC9K1,2; CC10K2,3;CC10S9)

  5 Environment

  5 Instruction

  5 Materials

  5 Assessment

  /50

Grade: /100

Prestructural (1)	**Unistructural (2)**	**Multistructural (3)**	**Relational (4)**	**Extended Abstract (5)**
>63	63-72	73-82	83-92	93-100