SIUE®

COUGARS

About the Instructor

Name: Sarah Conoyer
Phone: 650 – 3569
Email: sconoye@siue.edu
Office Location: Alumni Hall, Room 0121

Office Hours: Tues, 10:00 – 11:00 am or by appt via teams or in person

About the Course

Course description

This course will use lecture, discussions, and problem solving activities to introduce theories and research that guide school psychology practice, and practical knowledge of how school psychology activities are conducted. Specifically, this course will discuss domains of practice such as assessment, consultation, intervention, collaboration with families, and culturally responsive practices for children and adolescents. There will be an emphasis on how school psychologists provide these supports in school and community settings with a focus on multi-tiered systems of support in the area of academics, behavior, mental health, social emotional learning, prevention, and intervention. This course will also concentrate on various pathways to consider when exploring future careers in the area of school psychology.

Course textbooks

Grapin, S. L., & Kranzler, J. H. (Eds.). (2024). *School psychology: Professional issues and practices – 2nd edition*. New York, NY: Spring Publishing Company.

Other course materials

Supplemental readings will be made available online in blackboard or in class

Course goals and objectives. Students will:

(1) Develop knowledge around broad domains of competence necessary for school psychologists. They will participate in readings, class discussions/activities, media, and written work concerning their observations and reactions. **Course Connections:** Reading, Lectures, Media Show & Tell
(2) Critique contemporary issues facing school psychologists. **Course Connections**: Readings, Lectures, Media Show & Tell
(3) Define theories and practice of school-based assessment and treatment in the areas of behavior, social emotional learning and academics skills. **Course Connections:** Case Study, Post Proofs, Reflections,
(4) Explain how to become a school psychologist and career pathways available within the specialization of school psychology. **Course Connections:** Readings, Weekly Projects, Final Reflection
(5) Develop a beginning knowledge of social justice and how this relates to the field of school psychology and school based practices. **Course Connections:** Readings, Lectures, Post Proof, Final Reflection

Course Assignments

1. **Welcome Activity (25 pts).** You will need to review the entire syllabus, take a quiz, and post in the discussion board - the answers to the welcome activity questions that are included **at the end of this document after the course calendar.**

2. **Weekly Journal Reflections (75 points).** Using the Blackboard Journal feature, you will submit 3 reflection assignments worth 25 points each documenting your work and engagement in class readings and lecture videos. You are expected to answer specific reflection questions for each module and these will all be due on Thursdays. These will only be shared with the instructor. More details and a rubric will be shared via Blackboard.

3. **Exams (150 pts**). You will have 3 online exams worth 50 points each that are open book/open notes. Exams will cover material from the textbook, lectures and other media posted in modules Exams will include multiple choice, true/false, and matching questions.
    a. Once you have started an exam you will be given 75 minutes to complete it. If you have been granted extended testing time through ACCESS, you will have that time to complete each exam.
    b. **Take Notes on the Video Presentations**
        i. Each week we will have several video presentations on blackboard that go along with the readings. They range in length from a few minutes to an hour. You should treat these videos as if they are the "lectures" for this course. **That is, you will need to TAKE NOTES because you will be tested on the material that they cover.** Exam questions will focus on the major important points rather than little details.

4. **Weekly Project (150 pts).** Each week, you will engage in a that is relevant to the course content for that week. Additional details for assignments and grading rubrics will be provided on blackboard.
    a. Week 1: **Media Show & Tell** [50 pts]. While you are learning about the field of school psychology find any kind of media about school psychology (this can't be from the NASP website – think TikTok, YouTube, or News Article) to share with the class via the discussion board. You will then respond to your peers
    b. Week 2: **Ethics Case Study Activity** [50 pts]. The case study will be completed will require you to consider different aspects of the case based on the week's readings. You will post your initial thoughts around which ethical and legal component should be considered. You will then respond to your peers.
    c. Week 3: **Academic Case Study Activity** [50 pts]. The assignment will require you to use academic data to determine if a student is responding to intervention. You will complete a worksheet then post your initial thoughts around the student is responding to the intervention. You will then respond to your peers.

Course Requirements

Grading

Your grade is based on the total number of points you earn.

Assignments	Points	Grading Scale* *Grades will not be rounded up or curved.	
Exams (50 pts each)	150 points	**A:**	360+
Weekly Projects (50 pts each)	150 points	**B:**	320 – 359
Reflections (25 pts each)	75 points	**C:**	280 – 319
Welcome Activity	25 points	**D:**	240 – 279
Total	**400 points**	**F:**	< 200

Grading rubric[s]
All rubrics will be provided on blackboard related to the comprehensive reflections and weekly assignments.

Feedback and grading timeline
I will do my best to post grades within 48 hours of the due date. You can find your grade by clicking the My Grades link on the left menu of the Blackboard course. If there is a rubric attached to the assignment, you can click your score to see my personal feedback on the rubric.

Late or Missed Assignments
- Assignment Due Dates: **All assignments will be due at 11:59 pm the day they are due.** Because this class occurs over such a shortened time period, **I will give a 24-hour grace period for journal reflections and weekly project posts.** If any part of the assignment is turned in after the grace period, the grade for the entire assignment will *drop by an additional 10%* each business day until the completed assignment is turned in.

Participation
It is vitally important that our classroom environment (even thought it may be online) promotes the respectful exchange of ideas, including being sensitive to the views and beliefs expressed during online discussions. Your success in this course will depend on your communication, consistent engagement and active participation in all course activities. Success in this course requires that adhere to the deadlines given as you complete assignments, discussions, and other course activities. Timely participation in online discussions is very important and is not optional. You are expected to post and reply to discussions in a timely manner consistent with the requirements contained within the course syllabus and discussion rubric.

Technology
This course will use Blackboard (https://bb.siue.edu) as the primary vehicle for disseminating class materials. Announcements, updates, grades, and other important course information will be posted to Blackboard. It is your responsibility to regularly check this course's Blackboard website throughout the semester. All assignments will be turned in on Blackboard (when applicable) unless otherwise instructed to do something differently by the instructor of this course.

Course and University policies

Communication and Email
All Students should activate and regularly check their SIUE e-mail account and Blackboard accounts associated with this class. All class communication will be done through these two platforms. I **WILL NOT** send communication about the class to personal email accounts. When emailing please put the Course Number in the Subject Line of the Email, for example PSYC 495: Question about Assignment. All emails will be returned in 48 hours unless I notify you otherwise. ****See Email Policy at the end of the Syllabus**

Professional Conduct
Students are expected to conduct themselves as mature and responsible adults while enrolled in this course. Be cognizant that side conversations in class can be distracting to the instructor and your classmates. Please show respect for others when they speak. Behavior meant to demean or belittle a class member will not be tolerated. Also, student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated.

Academic integrity/plagiarism
Plagiarism is the use of another person's words or ideas without crediting that person. Plagiarism and cheating will not be tolerated and may lead to failure on an assignment, in the class, or dismissal from the University, per the [SIUE academic dishonesty policy](). Students are responsible for complying with University policies about academic honesty as stated in the [University's Student Academic Conduct Code]().

GenAI Use Policy – Level 1: Organizational Use Only
This course follows GenAI Usage Expectation Level 1, as defined by [Illinois State University]().

<u>What This Means for You:</u>
You are expected to create your own, original work in this class. However, you may use Generative AI (GenAI) tools like ChatGPT, Gemini, or Copilot for personal efficiency. This includes:
- Summarizing lecture notes or assigned readings
- Clarifying difficult concepts
- Organizing study materials
- However, you may not use GenAI to generate or draft work that you submit for a grade. All submitted work must be fully your own and created without GenAI assistance unless otherwise specified by the instructor.

If you're ever unsure about what's allowed, please ask before using a GenAI tool for any assignment-related purpose.

<u>Why This Matters:</u>
This policy ensures that your learning and development remain authentic, while still allowing you to benefit from technology as a support tool. Being transparent about GenAI use helps uphold academic integrity and supports fair learning experiences for all students. (*Attribution statement: This syllabus policy was created in collaboration with ChatGPT (OpenAI). The AI was used to draft and refine the wording and all instructional decisions and final edits were made by the course instructor.*)

APA Format in Written Work
- Students are expected to be familiar and/or to familiarize themselves with APA standards for citations and references, per the 7th edition of the Publication Manual of the American Psychological Association.

<u>***A lack of knowledge of appropriate citation and referencing format will not excuse you from point deductions from written assignments due to errors, or from disciplinary action in the case of plagiarism.***</u>
- If you would like additional instruction in the use of APA format, please see me during office hours, or seek out the resources described below.

Department of Psychology Writing Policy
As a student in this course, you will be expected to display university-level writing, which includes completing course assignments that meet the following basic writing criteria. Specifically, all written assignments completed for this course should include:
- clear transitions from sentence to sentence and idea to idea (e.g., paper is organized/flows well);
- verb tense consistency;
- clear and unambiguous sentences and ideas;

- writing that is free of typos, spelling errors, and major grammatical errors;
- properly formatted paper including headings, citations and references, per the 7th edition of the APA manual.
- Suspected GenAI usage over Level 1

This is by no means an exhaustive list of basic writing skills, but will give you an idea of what we are looking for in our papers. If you feel you need help with your writing, you are encouraged to seek assistance from the writing center on campus (http://www.siue.edu/is/writing) or utilize one of the many online resources they have identified to help students (http://www.siue.edu/lss/writing/resources.shtml).
If your graded written assignments fail to meet the basic writing requirements listed above (and any others found to be appropriate by your instructor), the instructor will stop the grading process and return the paper to you (see below for the specific policy for this class).

- **The penalty for unacceptable writing in this class is as follows: If more than three writing errors are found on any one page of a written assignment, grading will cease, and the student's paper will be returned with a grade equal to 50% of the total point value for the assignment.**

Department of Psychology Policy on Incomplete Grades and Withdrawal
All withdrawals must be completed by the end of the 13th week of classes during fall and spring, and by a similarly late date (i.e., before 82% of class meetings have occurred) in any summer term. Grades that apply to students who initiate a withdrawal and grades that apply when a student fails to officially withdraw within established deadlines are determined by university policy (see http://www.siue.edu/policies/1j1.shtml). The granting of a grade of I (Incomplete) is not automatic. It is available only in cases when a student has completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the coursework before the deadline for grade submission. An I must be approved by the instructor with appropriate documentation provided by the student. If an instructor agrees to give a student an I, the instructor will fill out a Memorandum of Incomplete Grade to be kept with the student's records. If the work is not completed by the time specified on the Memorandum, the student's grade will be changed from I to F.

The Psychology Department's Policy on Plagiarism
Plagiarism includes presenting someone else's words without quotation marks (even if you cite the source), presenting someone else's ideas without citing that source, or presenting one's own previous work as though it were new. When paraphrasing from another source or your own work, at the very least, the student should change the wording, sentence syntax, and order of ideas presented in the paper. Additionally, you should not submit a paper, or parts of a paper, written to fulfill the requirements of one class for the requirements in another class without prior approval of the current instructor and appropriate citation. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source. Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (http://www.siue.edu/policies/3c2.shtml). University policy states that "Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost." (http://www.siue.edu/policies/1i6.shtml). The University policy discusses additional academic sanctions including suspension and expulsion from the University.

Technical Support

Contact ITS at 618-650-5500 or at help@siue.edu with any technical concerns. You can also check the functionality of University systems, including Blackboard, at the ITS System Status page, or search the ITS Knowledge Base for various how-to and troubleshooting guides.

University Policies and Information

University policies and guidance that address teaching, learning, and student support services are available at: https://kb.siue.edu/132378. Students are encouraged to visit this resource site for current information on:

- Regular and Substantive Interaction
- Recordings of Class Content
- Diversity and Inclusion
- Pregnancy and Newly Parenting Policy
- Services for Students Needing Accommodations (ACCESS)
- Academic and Other Student Services (Library, Academic Success, Tutoring, etc.)
- Cougar Care
- Student Success Coaches

Course Schedule:

Modules	Assigned Tasks	Topics Covered	Assignments Due
Module 1 (Week of 5/12 on Mon & Tue)	Chap 1-2 Watch Videos	• What is School Psychology? • What is the history of school psychology?	• Mon: Welcome Activity • Tues: Media Show & Tell Initial Post
Module 2 (Week of 5/12 on Wed & Thur)	Chap 6, 19 Watch Videos	• Mental Health Professionals in Schools – where do School Psychologists fit in? • How do you become a School Psychologist? • How do we support families and communities in and outside of schools?	• Wed: Media Show & Tell Response • Thurs: Reflection #1 • Friday – Exam 1
Module 3 (week of 5/19 on Mon & Tue)	Chap 3, 4, 5, 14 Watch Videos	• Multicultural Foundations • Anti-Racism in School Psychology • Ethical & Legal Considerations • Partnering with Families	• Tues: Ethics Case Study Initial Post
Module 4 (Week of 5/19 on Wed & Thur)	Chap 7- 8 Watch Videos	• Assessment & Evaluation Overview • Multi Reflection #2-Tiered Systems of Support	• Wed: Ethics Case Study Response • Thurs: Reflection #2 • Friday – Exam 2
Module 5 (week of 5/26 on Mon & Tue)	Chap 9, 10, 13 Watch Videos	• Academic Assessment & Intervention • Social, Emotional, Behavioral Assessment & Intervention	• Tues: Academic Case Study Initial Post
Module 6 (Week of 5/26 on Wed & Thur)	Chap 12, 15, 18 Watch Videos	• Consultation, Systems Level Change, & Program Evaluation • Future of the Field	• Wed: Academic Case Study Response • Thurs: Reflection #3 • Friday – Exam 3

Subject to change notice

All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with your instructor, review the course site regularly, or communicate with other students, to adjust as needed if assignments or due dates change.

Email Policy

The ability to send a brief, on-topic email is a professional skill that you will likely use for the rest of your career. Here are a few illustrative examples of emails to which I will and will not respond. **Emails I will answer:**
"Dr. Conoyer,
I'm a little worried about getting my midterm/final done in time for the deadline. I'm working 30 hours a week and I was planning on working on the paper this weekend, but my aunt just passed away and I'm going to have to go to Kansas City for the funeral this weekend. Can I come talk to you in office hours about this?" -Student"

 "Dr. Conoyer- I know the midterm is due tomorrow, but I am having trouble with getting my paper uploaded via blackboard. I have called the IT office, restarted my computer, and have asked a friend for help but am still having trouble getting it to work. Is this something I can send to you via email?
Thanks, Student"

"Dr. Conoyer – I'm sorry to have to do this, but I'm going to have miss class today. My car broke down this morning and I live in St. Louis, and I have no other way to get to campus. I know I can't make up the quizzes that I missed today, but I have a few questions about the chapters we read today. Can I set up an appointment to talk with you?"
Sincerely- Student"

Emails I will **NOT answer**:
"hey, what do I need for the class activity/review/etc today?"

"Dr. Conoyer- I had a really bad fight with my roommate last night and I've been crying my eyes out all night. I just know that, even if I did come to class today, I wouldn't even be paying attention anyway. To make it all worse, I'm totally stressed over my grad school applications, and I have three different meetings this week for my on-campus clubs, and I really need a mental health day! Anyway, I just can't make it to class. Would you mind emailing me the slides for today's lecture? I don't want all this stress to affect my grade."

There are several issues with this email, but the most concerning are the overwhelming divulgence of personal details and the lack of responsibility for oneself. That being said, any time you are facing an overwhelming number of life stressors, don't hesitate to make your professors aware of the situation as professionally as possible, as well as seek out appropriate resources, such as Counseling Services - (618) 650-2842.

If you send me email that is inadequately punctuated, capitalized, incoherent, rude, otherwise unprofessional or is a question that has an answer clearly outlined in the syllabus, I won't respond. If you don't hear back from me within 48 hours, or by the end of the day on Monday if you emailed me over the weekend, assume that the email was improperly formatted, and try again.

Welcome Activity
Thank you for reviewing the syllabus! In order to get your points for the welcome activity you must complete two tasks:
Task 1: Complete the syllabus quiz in BB (10 pts)
Task 2 Please post on blackboard the answer to the following questions (15 pts) 1. Where do you consider your hometown to be? 2. If you could eat one food for the rest of your life what would it be? 3. What about this class is different from what you expected? 4. *What are you hoping to learn about in this class?*