



SPS 6198
Psychoeducational Diagnosis & Prescription II
CRN: 13273, Section 150, 4 credit hours
College of Education
Department of Educational and Psychological Studies

COURSE SYLLABUS

Semester: Spring 2026
Class Meeting Days: Tuesdays
Class Meeting Time: 8:30 am – 12:15 pm
Class Meeting Location: EDU 254
Instructor: Kahlila Lawrence, Ph.D.
Office Location: 381 H
Office Hours: By appointment
Email: kglawrence@usf.edu
Teaching Assistant (TA): Ana Miranda, M.A.

I. University Course Description

The content of this course covers comprehensive diagnosis and prescription in school psychology, including critical reviews of relevant research literature, the professional-client relationship, interviewing, client histories, pluralistic psychoeducational assessment, synthesis and dissemination of diagnostic data, and referral procedures.

II. Prerequisites

Psychoeducational Diagnosis & Prescription I is a course prerequisite within the School Psychology Program.

III. Course Purpose

This course is designed to provide School Psychology students with an understanding of how norm-referenced assessment can contribute to the understanding of children's learning difficulties. More specifically, students will learn about how norm-referenced measures can be used to understand various cognitive skills (e.g., verbal comprehension, visual-spatial skills, memory, visual processing, auditory processing, processing speed) and achievement (e.g., reading comprehension, written expression, and mathematics computation). Additionally, students will develop initial competence in the administration, scoring, interpretation, and reporting of tests of cognitive functioning and general achievement. Other important topics to be covered in this class include maintaining cultural awareness and sensitivity in the administration and interpretation of assessment instruments; making observations during the testing session; conducting a developmental history; engaging in the appropriate selection and use of tests with various populations of students; developing a written report that summarizes norm-referenced assessment results in conjunction with data from interviews, observation, and other pertinent data; and discovering how norm-referenced testing fits within a problem-solving model.

IV. Course Objectives

Upon completion of this course, students will:

- 1) Describe the constructs assessed by norm-referenced measures (e.g., verbal comprehension, working memory, and visual-spatial organization) and how knowledge of a child's skills in these areas can be helpful in understanding the child and developing educational interventions.
- 2) Demonstrate initial competence in the standardized administration, scoring, interpretation, and reporting of tests of cognitive and academic ability.
- 3) Observe, record, and report relevant student behaviors in the testing situation.
- 4) Demonstrate knowledge of legal, professional, and ethical standards regarding the assessment and reporting of intellectual and academic functioning.
- 5) Demonstrate appropriate means for establishing and maintaining rapport in the testing situation.
- 6) Demonstrate cultural sensitivity in the administration and interpretation of assessment instruments.
- 7) Explain how race, culture, and social class may impact scores on tests of intellectual functioning and how research in this area helps to elucidate perceived differences in average IQ scores between various groups in American society.
- 8) Demonstrate an understanding of the history of the development of IQ tests and how these tests (and associated constructs) have developed over time.
- 9) Describe the current controversies in the field of school psychology related to the definition and measurement of learning disabilities, overrepresentation of minoritized populations in special education programs, and the challenges faced by English language learners.
- 10) Demonstrate an understanding of how to learn to identify quality norm-referenced tests that are new (to you).
- 11) Integrate information from tests, observations of behavior, and interviews to help develop academic interventions relevant to the classroom environment based on constructs assessed during the evaluation.
- 12) Demonstrate an understanding of the guidelines to follow when testing children from special populations (e.g., English language learners, cognitively impaired, gifted, brain injured, low incidence handicaps, preschoolers).
- 13) Demonstrate an understanding of how to explain to parents and teachers in jargon-free language the findings of a psychoeducational assessment.
- 14) Describe how norm-referenced assessment may be useful within a problem-solving model.
- 15) Demonstrate knowledge of how to develop a psychoeducational report.
- 16) Evaluate current research on intelligence assessment practices and their utility within a problem-solving model.

V. Alignment with Program Goals, Objectives, and Competencies

This course, in using and understanding norm-referenced tests to help understand children and adolescents' learning difficulties, builds on prerequisite graduate coursework that provided a foundational bases of discipline-specific knowledge related to affective, biological, cognitive, and developmental aspects of behavior. Content and learning activities each week of this course

provide advanced study of psychometrics. This course also affords learning opportunities related to the history and systems of psychology and cognitive aspects of behavior.

For students enrolled in the School Psychology Program, the knowledge base and professional competencies developed through this course address the goals of the School Psychology Program as indicated below. The course objectives relating directly to desired Professional Competencies and Program Goals are noted in the table below.

Competencies for Practice in Health Service Psychology (APA CoA)	Program Goals for School Psychology Practice (NASP Domains)	Course Objectives
Research	Research and Evidence-Based Practice	7, 16
Individual and Cultural Diversity	Equitable Practices for Diverse Student Populations	6, 7, 9, 12
Assessment	Data-Based Decision-Making	All
Intervention	Academic Interventions and Instructional Supports	11,14
	Mental and Behavioral Health Services and Interventions	n/a
Ethical and Legal Standards	Legal, Ethical, and Professional Practice	ALL
Professional Values, Attitudes, and Behaviors		
Supervision		n/a
Communications and Interpersonal Skills	Consultation and Collaboration	5, 6, 11, 13, 15
Consultation and Interprofessional/ Interdisciplinary Skills	School-Wide Practices to Promote Learning	n/a
	Services to Promote Safe and Supportive Schools	n/a
	Family, School, and Community Collaboration	13, 15

VI. How to Succeed in this Course

- 1. Class attendance is required.** The collaborative nature of this class requires students to be active participants, willing to engage in discussions regarding the readings in addition to their assignments and activities. Students are expected to attend all classes, except when there are compelling reasons and unavoidable circumstances (e.g., religious observance, severe illness, etc.). In the case of an emergency, students are to contact the professor as soon as possible, and situations will be handled on a case-by-case basis. Furthermore, students who cannot attend class are required to give the professor notice as soon as possible via email. The goal is to facilitate your success in this course, so please do not hesitate to contact the professor regarding potential barriers. Students who are not able to

attend two or more classes, are frequently late to class, and/or those who do not frequently engage in class discussions and activities may be subject to course failure.

2. **Class attendance and punctuality are required.** Students are expected to be punctual when arriving to class. If a student will be late, please email the professor as soon as possible, prior to the scheduled class. Implications for class work, assignments, or other pertinent information will be based on the specific circumstances. In terms of punctuality, students are expected to be in their seats and ready to begin at the scheduled start time. Consistent tardiness may negatively impact your course grade.
3. **Communication.** When emailing the professor, please include “EDF 6198” at the beginning of the subject line. Emails and meeting requests will be responded to in a timely manner. Also, students may request to meet with the professor any time throughout this course. Proactive communication is always best.
4. **Weekly Readings & Resources.** Successful students complete all assigned readings/materials BEFORE coming to class. In-class time is designed to deepen the knowledge, concepts, and skills from the readings – not just repeat the information. Additionally, students will want to sharpen their study and note-taking skills, as this course involves learning and memorizing information. Students also are expected to take their own notes during class. Please refer to the following resources to strengthen your study skills:
 - a. This one-page handout details what the study skills behaviors of top students look like: <http://bit.ly/successfulstudentbehaviors>
 - b. This 18-page PDF provides 101 individual tips for effective study skills and note-taking: [101-tips-study-skills.pdf](#).
5. **Civility, Respectful Behavior, and Ethical Conduct.** To create and preserve a classroom setting that optimizes teaching and learning, all students share a responsibility in creating a civil and non-disruptive forum. Students are expected to conduct themselves in a manner that does not disrupt teaching or learning. Comments or behavior that disrupts the learning process may lead to disciplinary action and/or removal from class at the professor’s discretion. Also, students should remain mindful of the following:
 - a. Assist your peers in being their best by remaining attentive, asking questions, and being willing to share the information that you know in class.
 - b. Classroom discussion is meant to allow everyone to hear a variety of viewpoints. Discussions should remain civilized, respectful to everyone, and relevant to the current topic. Sidebar discussions (i.e., having a private conversation that you are unwilling to share with the class, talking/laughing with a peer while the professor or classmate is speaking, etc.) may be perceived as disrespectful. Please be mindful of this and avoid engaging in this type of behavior.
 - c. The use of person-first and professional language is expected on all written assignments and during class discussions.

- d. Any discussion from class that continues on a listserv, class discussion forum, group text forum, etc. should adhere to professional standards, including the language used and topics discussed.
 - e. Proactively seek assistance from the professor when in need. Students are encouraged to engage in proactive and professional communication with their instructor in the event that they are faced with a situation that is perceived as a barrier to their academic or professional success. The professor will make time to hear the concern and will attempt to provide constructive feedback as appropriate. However, it is important that students understand that they are responsible for taking the initiative to problem-solve their own concerns. The professor may recommend or provide additional support as deemed appropriate.
6. **Professional Conduct.** The highest levels of ethical and professional conduct are expected of ALL professional school psychologists and school psychologists-in-training. At USF, faculty and students alike are expected to model ethically and professionally appropriate behavior in all contexts, including University and field settings. The following Professional Work characteristics, as identified by the National Association of School Psychologists, are required of both faculty and students: adaptability, communication skills, respect for human diversity, effective interpersonal relations, ethical responsibility, and initiative and dependability.
7. **Electronic Devices.** While engaged in learning, students may utilize a laptop device for note-taking and for in-class activities that are permitted by the professor. However, students are not permitted to work on other, unrelated tasks (e.g., completing unrelated assignments for this course or other courses, surfing the web, typing emails, uploading documents to Canvas, texting, etc.). Overall, the use of electronic devices for any other purpose during class time, without permission from the professor, is not permitted. Unauthorized use of electronics may negatively impact a student's final grade.
8. **Technology Supports.** Course materials will be made available through Canvas, an online course management system. Students can access materials by going to the following website: <http://my.usf.edu>, and providing your USF NetID and password. If you have problems accessing materials through this system, you can call the Academic Computing Office at help@usf.edu or by calling 974-1222.

9. Texts and/or Readings and Course Materials

The following required texts may be obtained from USF's online library resource.

Required Texts

Dombrowski, S. C. (2020). *Psychoeducational Assessment and Report Writing* (2nd ed.). Springer.

Flanagan, D.P., & Alfonso, V.C. (2017). *Essentials of WISC-V Assessment*. Wiley.

Kaufman, A. S., & Kaufman, N. L. (2005). *Essentials of KABC-II assessment*. John Wiley & Sons.

Mather, N. & Wendling, B.J. (2015). *Essentials of WJ IV Tests of Achievement*. John Wiley & Sons.

Required Weekly Readings

Readings for this class include book chapters and, on occasion, journal articles. All materials may be retrieved from USF's online library resource.

VII. Grading Scale

Grades will be posted on Canvas at the end of this course. The following scale will be used to determine your final letter grade:

Grading Scale (%)	
94 - 100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
60-63	D-
0-59	F

You are responsible for your final grade. If you have questions about your grade, please notify the professor within 48 hours of the grade being posted to clearly explain your specific concern.

IX. Grade Categories and Weights

<u>Assessment</u>	<u>Maximum Points Earned (Percent of Final Grade)</u>
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Attendance

Present & actively engaged during
class discussions, activities and presentations 130 (22%)

Caregiver Interview 50 (9%)

Examinee Interview 50 (9%)

Evaluation Observation 40 (7%)

**Standardized Assessment Administration
& Protocol #1 (WISC V)** 50 (9%)

**Standardized Assessment Administration
& Protocol #2 (WJ IV ACH)** 45 (8%)

Psychoeducational Report 100 (18%)

Special Topic Presentation 100 (18%)

565 (100%)

X. Course Assignments

Grades will be based on class participation, engagement, and the following assignments:

1. Class Attendance & Engagement: The class participation grade will be based on class attendance, punctuality (at the beginning of class and following breaks), and active class participation (10 pts per class). In order to fully participate in class discussions, students must read the assigned materials prior to class, so plan time each week to complete this task. An absence may be excused. If you are ill, please be prepared to provide a letter of care upon your return to class.

Note: Students may also be required to engage in activities outside of class if time does not permit during class sessions.

2. Caregiver Interview: Students will interview the caregiver of a school-aged student (ages 6-16). Prior to this interview, students will utilize questions to help guide their discussion about the individual's history with their caregiver. After interviewing the caregiver, students will upload their completed interview form and summary to Canvas. The summary will be written in a format suitable for documentation within a psychoeducational report.
3. Examinee Interview: Students will conduct an interview with an individual age 6-16. Prior to this interview, students will utilize questions to help guide their discussion about the

individual's personal and educational experiences. After this interview, students will upload their completed interview form and summary to Canvas. The summary will be written in a format suitable for documentation within a psychoeducational report.

4. Evaluation Observation: During the administration of a standardized assessment, students will note anecdotal observations. These observations will be summarized in narrative form. Observations should help the reader understand the youth's general affect, behavior, and temperament during the assessment, in addition to areas that appeared to be difficult or enjoyable. Additional guidance will be provided in class on how to effectively document evaluation observations for a psychoeducational report.
5. Standardized Assessment Administrations & Protocols #1 & #2: Students will complete two administrations of a standardized assessment with an individual age 6-16. The goal of this assignment is to learn how to administer the measure in a standardized manner, in addition to completing a sample assessment protocol.
6. Psychoeducational Report: One case study report will be completed by the end of this course. Demographic data, cognitive and achievement data, and other data will be included. The goal of this assignment is to integrate the data provided into a cohesive psychoeducational report that is suitable for review by stakeholders such as teachers and parents. A psychoeducational report template for this course will be provided to students. At a minimum, reports are to include the following sections:
 - a. Interview data
 - b. Observation data
 - c. Integration of the cognitive and achievement data to give an overall picture of the student
 - d. Summary of overall findings
 - e. Recommendations
 - f. Tables including test scores
7. Special Topic Dyad Presentations: Students will present on a special topic in assessment using at least 3 evidence-based articles. Each dyad will conduct a 30-35 minute presentation to inform their peers about the topic. Presenters will be required to incorporate at least 2 questions and at least 1 activity that is thought-provoking and that allows peers to critically engage with the topic. Feel free to incorporate media resources into your presentation. Students will submit their article references and presentation outline in Canvas for approval prior to developing their presentation.

Topics are as follows:

- Assessment of Indigenous/Native American Children
- Assessment of Black/African American Children
- Assessment of English Language Learners
- Assessment of Dual Exceptional Learners in Gifted Education
- Assessment of Children who are Deaf/Hard of Hearing
- Assessment of Children who have Visual Impairment

- Assessment of Children with Traumatic Brain Injury

Guidelines for special topic presentations are as follows:

- Locate articles that focus on the topic of academic assessment, intellectual assessment, and/or psychoeducational assessment in general for your assigned population/topic.
- Share how your assigned population has been impacted over time (e.g., historical review, impact within education, etc.) or how your assigned topic has evolved over time. Make your rationale for the importance of your discussion clear to your audience.
- Share best practices for engaging in assessment with your assigned population. Incorporate practical information that would be beneficial to your current audience's learning.
- Thoroughness is key – please utilize no less than 3 articles to develop the talking points for your presentation.
- Be creative and engaging! This is an opportunity for you to share an area of assessment with your peers that will benefit their knowledge base.

XI. Grade Dissemination

Grades for assignments and presentations for this course will be uploaded to Canvas.

XII. Course Schedule

Date	Prepare for Class	Assignments/Tasks Due	Topics for Discussion
1/13 Week 1	Podcast: https://www.wnycstudios.org/podcasts/radiolab/articles/g-miseducation-larry-p		• Review of syllabus & assignments • Assignment of special presentation topics • History & Controversies of IQ • Review of Cognitive Theories
1/20 Week 2	Readings: <i>Chapters 1, 2, 3, & 4 in Textbook</i> <u>Recomm.Text/Article for Reference:</u> <i>Essentials of WISC-V Assessment</i>		• Review of Psychometrics • Psychoeducational Assessment General Overview • Assessment Practices/Role of the Evaluator • Caregiver Interview • Intro to the Weschler Intelligence Scale for Children – Fifth Edition • Standardized Assessment Demo and/or Practice
1/27 Week 3	Readings: <i>Chapter 20 in Textbook</i> <u>Recomm.Text/Article for Reference:</u> <i>Essentials of WISC-V Assessment</i>		• Culturally & Linguistically Diverse Learners • Intro to the Woodcock Johnson Tests of Achievement – 4th Edition • Standardized Assessment Demo and/or Practice
	Readings:		• Observing the Child

2/3 Week 4	<i>Chapter 5 in Textbook</i> <u>Recomm.Text/Article for Reference:</u> <i>Essentials of WISC-V Assessment & Essentials of WJ IV Tests of Achievement</i>		• Intro to the Woodcock Johnson Tests of Achievement – 4th Edition • Standardized Assessment Demo and/or Practice
2/10 Week 5	Readings: <i>Chapter 6 in Textbook</i> <u>Recomm. Text/Article for Reference:</u> Refer to <i>Essentials of WISC-V Assessment & Essentials of WJ IV Tests of Achievement</i>	Completed Caregiver Interview Form and Interview Summary (2 docs) Due by 11:59pm	• Report Writing Guidelines • Report Review • Standardized Assessment Demo and/or Practice
2/17 Week 6	Readings: <i>Chapters 7 & 8 in Textbook</i> <u>Recomm.Text/Article for Reference:</u> <i>Essentials of WISC-V Assessment & Essentials of WJ IV Tests of Achievement</i>	Special Topic Presentation Outline for review and approval Due by 11:59pm	• Report Writing: Reason for Referral & Background Info • Report Review • Standardized Assessment Demo and/or Practice
2/24 Week 7	Week of NASP – No Class		
3/3 Week 8	Readings: <i>Chapters 9 & 10 in Textbook</i> <u>Recomm.Text/Article for Reference:</u> <i>Essentials of KABC-II Assessment</i>	Standardized Admin Video & Completed Protocol #1 (WISC-V) Due to TA TODAY– *Submission Instructions TBP	• Report Writing: Assessment Results, Conceptualization & Classification • Intro to the Kaufman Assessment Battery for Children – 2nd Edition • Standardized Assessment Demo and/or Practice
3/10 Week 9	Readings: <i>Chapters 10, 11, & 19 in Textbook</i> <u>Recomm.Text/Article for Reference:</u>		• Report Writing: Conceptualization, Classification, Summary, & Recommendations • CBM/Rtl with Assessment & Report Writing • Standardized Assessment Demo and/or Practice

	<i>Essentials of KABC-II Assessment</i>		
3/17 Week 10	Spring Break – No Class		
3/24 Week 11	Readings: <i>Chapters 12, 18, & 21 in Textbook</i> <u>Recomm. Text/Article for Reference:</u> <i>Essentials of KABC-II Assessment</i>	Scoring/Feedback on WISC-V protocol Due Standardized Admin Video & Completed Protocol #2 (WJ-IV ACH) Due to TA TODAY– *Submission Instructions TBP	• Oral Reporting/Feedback • Review of Eligibilities: Learning Disabilities, Gifted • Standardized Assessment Demo and/or Practice
3/31 Week 12	Readings: <i>Chapters 13, 14, 15, & 22 in Textbook</i> <u>Recomm. Text/Article for Reference:</u> <i>TBD</i>		• Review of Eligibilities: ASD, EBD, & IND • Standardized Assessment Demo and/or Practice • Review of Psychoeducational Report
4/7 Week 13	Readings: <i>Chapter 16, 17, & 22 in Textbook</i> <u>Recomm. Text/Article for Reference:</u> <i>TBD</i>	Examinee Interview & Evaluation Observation Due by 11:59pm Scoring/Feedback on WJ IV ACH protocol Due	• Review of Eligibilities: OHI, Miscellaneous Categories, & Section 504 • Ethical Principles & Standards • Standardized Assessment Demo and/or Practice
4/14 Week 14		Special Topic Presentations (4) *Upload your dyad/group presentation and materials in Canvas by 8:00am today.	-Assessment of Dual Exceptionalities in Gifted Education (Cassie & Briley) -Assessment of Children with a Traumatic Brain Injury (Sarah Jewel & Katlyn) -Assessment of Children with Visual Impairment (Seffie & Ayana) -Assessment of Children who are Deaf or Hard of Hearing (Natalie, Shardae, & Hannah B)
4/21 Week 15		Special Topic Presentations (3) *Upload your dyad presentation and materials in Canvas by 8:00am today.	-Assessment of Indigenous/Native American Children (Olivia & Hannah) -Assessment of English Language Learners (Reagan & Taylor) -Assessment of Black/African-American Children (Keren & Anabelle)

4/28 Week 16	Last Day of Class	Psychoeducational Evaluation Report Due in Canvas by 11:59pm	
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**Note: This Course Schedule may be changed at the discretion of the professor.*

XIII. Standard University Policies

Policies about disability access, religious observances, academic grievances, academic integrity and misconduct, academic continuity, food insecurity, and sexual harassment are governed by a central set of policies that apply to all classes at USF. These may be accessed at: <https://www.usf.edu/provost/faculty/core-syllabus-policy-statements.aspx>

Student Illnesses & Covid-19 Procedures: This course is currently being provided on USF's campus. If Covid-19 becomes a campus health risk, all students are asked to comply with university policies and posted signage, including any signage pertaining to wearing masks. Furthermore, students should not attend class if they are ill, particularly if they have fever, gastrointestinal symptoms and/or respiratory symptoms such as sneezing, runny nose, sore throat or coughing. Students experiencing any of these symptoms are encouraged to contact Student Health Services immediately (813-974-2331) or their medical provider to obtain the appropriate guidance. Students also should notify the professor as soon as possible about their illness and absence. Students may be required to obtain a verification of care letter upon their return to class. Absences lacking official documentation from the student may be excused at the discretion of the professor. In situations where excused absences have interfered with the student's ability to complete work, the professor will address this on a case-by-case basis.

Please Note: Any student attending class is expected to fully engage and participate. However, students who are ill may find it challenging to do this. Therefore, if a student is too ill to attend class in person at the university, they should focus on rest and recovery at home. On the other hand, if a student is recovering from an illness and feels well enough to attend class, they may choose to wear a mask. It is important to note that virtual attendance should not be viewed as an automatic alternative to in-class, face-to-face participation. Instead, it will be the students' responsibility to refer to any materials provided the professor and/or proactively plan to obtain notes from a classmate. Students may also be required to complete a makeup assignment.

Email: The professor and students will use email as a method of communication. Students are expected to check their email regularly. Also, the professor will respond to emails within a timely manner.

Microsoft Teams: If the University or the professor requires class to transition to a virtual format, this course will be offered via Microsoft (MS) Teams. While using a virtual format, students must have reliable Internet access and be able to utilize necessary tools, such as the microphone and webcam. In the event that this does occur, you may seek additional guidance on using the MS Teams platform by contacting USF's IT department at (813) 974-1222 or help@usf.edu.

Computer/Laptop Usage: Students may use their laptop to take notes during classroom lectures, to refer to course readings, and to complete course activities that are permitted in class. The unpermitted use of laptops (e.g., surfing the Internet, checking email, submitting assignments during class, browsing social media, etc.) may negatively impact the overall grade for this course.

Phone Usage: It is requested that students silence all cell phones during classroom learning. Cell phone use, including making phone calls, texting, and surfing the Internet, should be reserved for before or after supervision. However, if students must use the phone, they are expected to do so in a non-disruptive manner (e.g., briefly, and quietly stepping outside the classroom).

Late Work: All assignments are to be completed by or before the scheduled date provided by the professor and uploaded to the Canvas assignment. Do not email the professor any assignments unless explicitly told to do so.

Make-Ups and Extra Credit: Make-up work for excused absences will be addressed on a case-by-case basis. Furthermore, there will not be an option to earn extra credit within this graduate course.

Rewrite Policy: Rewrites will not be allowed for assignments submitted within this graduate course.

Academic Integrity: Academic integrity is the foundation of the University of South Florida's commitment to the academic honesty and personal integrity of its university community. Academic integrity is grounded in certain fundamental values, which include honesty, respect, and fairness. Broadly defined, academic honesty is the completion of all academic endeavors and claims of scholarly knowledge as representative of one's own efforts. The process for faculty reporting of academic misconduct, as well as the student's options for appeal, are outlined in detail in USF Regulation 3.027.

Academic Grievance Procedure: The purpose of these procedures is to provide all graduate students taking courses at the University of South Florida an opportunity for objective review of facts and events pertinent to the cause of the academic grievance. An "academic grievance" is a claim that a specific academic decision or action that affects that student's academic record or status has violated published policies and procedures, or has been applied to the grievant in a manner different from that used for other students.

Disability Access: Students with disabilities are responsible for registering with Students Accessibility Services (SAS) (SVC 1133) in order to receive academic accommodation. SAS encourages students to notify professors of accommodation needs at least five (5) business days prior to needing the accommodation. A letter from SAS must accompany this request. Please visit the Student Accessibility Services website for more information.

Disruption to Academic Progress: Disruptive students in the academic setting hinder the educational process. Disruption of the academic process (USF Regulation 3.025) is defined as the act, words, or general conduct of a student in a classroom or other academic environment which in the reasonable estimation of the professor: (a) directs attention away from the academic matters at hand, such as noisy distractions, persistent, disrespectful or abusive interruption of lecture, exam, academic discussion, or general University operations, or (b) presents a danger to the health, safety, or well-being of self or other persons.

Food and Housing Insecurity: We recognize that students facing financial difficulty in securing a stable place to live and/or in affording sufficient groceries may be at risk of these financial issues affecting their performance in classes. Students with these needs are urged to contact Feed-A-Bull (feedabull@usf.edu or their website), or Student Outreach and Support (socat@usf.edu or their website).

Intellectual Freedom and Viewpoint Diversity Act (House Bill 233): Recording class activities other than class lectures, including but not limited to student presentations (whether individually or part of a group), class/dyad/small group discussion, case presentations, academic exercises involving student participation, test or examination administrations, private conversations between students in the class or between a student and the faculty member is prohibited. Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the USF Student Conduct Code. Students may, without prior notice, record video or audio of a class lecture. However, it is not a class lecture if students are being led by the professor to share their thoughts/speak/interact with others throughout (i.e., a format typically used within our school psychology graduate courses). In this case, a video or audio recording is not permitted.

Religious Observances: All students have a right to expect that the University will reasonably accommodate their religious observances, practices and beliefs (USF Policy 10-045). The University of South Florida, through its faculty, will make every attempt to schedule required classes and examinations in view of customarily observed religious holidays of those religious groups or communities comprising USF's constituency. Students are expected to attend classes and take examinations as determined by the university. No student shall be compelled to attend class or sit for an examination at a day or time prohibited by his or her religious belief. However, students should review the course requirements and meeting days and times to avoid foreseeable conflicts, as excessive absences in a given term may prevent a student from completing the academic

requirements of a specific course. Students are expected to notify their professors at the beginning of each academic term if they intend to be absent for a class or announced examination, in accordance with this Policy.

Sexual Misconduct / Sexual Harassment: USF is committed to providing an environment free from sex discrimination, including sexual harassment and sexual violence (USF Policy 0-004). The USF Center for Victim Advocacy is a confidential resource where you can talk about incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. This confidential resource can help you without having to report your situation to the Title IX Office unless you request that they make a report. Contact the USF Center for Victim Advocacy: 813-974-5757. Please be aware that in compliance with Title IX and under the USF Policy, educators must report incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. If you disclose any of these situations personally to an educator, he or she is required to report it to the Title IX Office. For more information about Title IX, a full list of resources, or to report incidents of sexual harassment, sexual violence, relationship violence or stalking visit: usf.edu/title-ix

Statement of Academic Continuity: In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include, but are not limited to: Canvas, Teams, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor the Canvas for each class for course-specific communication, and the USF, College, and Department websites, emails, and ALERTUSF messages for important general information (USF Policy 6-010).

Incompletes: Students may earn an Incomplete in this course if they have missing or incomplete assignments. This course fulfills one of the core requirements for the school psychology program. Satisfactory progress for students in this program is defined as attainment of a B- or better.

Detection of Plagiarism: The University of South Florida has an account with an automated plagiarism detection service that allows professors and students to submit student assignments to be checked for plagiarism. I reserve the right to 1) request that assignments be submitted as electronic files and 2) electronically submit assignments to Turnitin, or 3) ask students to submit their assignments to Turnitin through myUSF. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. The professor receives a report showing exactly how a student's paper was plagiarized.

- ***Please refer to the 2025 School Psychology Handbook for details on permitted and prohibited uses of Artificial Intelligence (AI) in coursework. The information provided is applicable to this course, and students are responsible for understanding and adhering to all expectations for acceptable AI use while enrolled in USF's School Psychology program.***

Canvas: This course will be offered via USF's learning management system (LMS), Canvas. If you need help learning how to perform various tasks related to this course or other

courses being offered in Canvas, please consult the Canvas help guides. You may also contact USF's IT department at (813) 974-1222 or help@usf.edu.

USF End of Semester Student Evaluations: All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued.

IX. Important Dates to Remember

The following are important dates to remember throughout the Spring 2025 semester:

Spring Classes Begin: Jan 12, 2026

Drop/Add Deadline: Jan 16, 2026

Dr. MLK Holiday: Jan 19, 2026

Spring Break: March 16-22, 2026

Withdrawal Deadline: March 28, 2026

Test Free Week: April 25 – April 30, 2026

Last Day of Spring Classes: May 1, 2026

Final Examination Week: May 2 – 7, 2026

Spring Commencement: May 7–10, 2026