Texas State University
Part-Time Faculty Excellence in Teaching Award
Application Form

Name ___________________________ Net ID __________

Department ________________________
College ____________________________

Current TXST teaching appointment FTE% ___

Number of long semesters of TXST teaching ___

Brief statement (100 – 150 words) of your qualifications for this award:

I believe that I am qualified for this award because I have always done my best to apply best practices in my teaching, to engage the students in the learning process, and to make sure that students not only learn the material, but also have a fun, positive experience along the way. I enjoy teaching students who will eventually become the next generation of school psychologists. Their enthusiasm, and thirst for knowledge keeps me on my toes and forces me to be current in the field. This bidirectional influence is one of the many factors that excites me about teaching.
1. **What are your three biggest priorities in teaching and how do you approach these priorities in your teaching?**

   My three biggest priorities in teaching are ensuring student engagement, creating an enjoyable learning environment, and applying the material to everyday life. I approach these priorities in my lectures, and the activities I assign during class. My class sessions are designed so there is variety in the presentation of the material. After a short lecture, I might assign a small group activity that will result in a large group discussion. I believe that movement around the room (to get into groups), engagement with others, and the use of humor not only keeps the students engaged, but it also ensures that learning takes place.

2. **Describe an innovative teaching strategy you have used or created.**

   An innovative strategy that I have used in class is integrating online interviews and stories that related to class into the structure of the lecture. For example, one lecture focused on working with children who have Autism Spectrum Disorders (ASD). After a short lecture about ASD, I had the students watch a TED talk (TED.com) by Temple Grandin, an adult with ASD, talk about her experience and what it is like to have ASD. Students then broke into small groups to discuss how they might approach counseling for children with ASD, and to write some goals and objectives for counseling. The class then came back to the larger group where we discussed their ideas. I have also done this with interviews from other first-person sources so that students can “hear” from the people with whom they may be working. I find it powerful to integrate online storytelling with lectures and group (small and large) discussions.

3. **Describe a teaching challenge and how you solved it.**

   During the Fall 2018 semester I had a graduate student in my class who appeared disinterested, was off-task much of the time, and displayed extremely poor writing skills. After class one day, I met one-on-one with this student to ask her what she thought was happening. The student disclosed to me a history of a learning disability. I listened to her describe how she found sitting in class to be difficult for her. She also stated that writing was something with which she struggled. After asking the student what she thought she needed to succeed in class, I came up with a plan with her input. We decided that when I saw that she was off-task, I would walk close to her desk so as not to point her out to the others, but to signal to her that she was drifting off task. I also recommended that she seek writing help from the office on campus. I alerted the program director, so that we all could keep watch on her performance. The goal was to have this student play an active role in the plan, and to elicit help from services on campus and within the program.
Dr. Eric Snader has provided excellent instruction in the Ethics course for the School Psychology graduate program. His interaction with the students in the class was welcoming and pleasant. He continually encouraged student participation and discussion and provided interesting materials for review and study. His personal experience in the field of School Psychology gave students a glimpse into real-world ethical problems as he described situations in which he had found himself. Overall the Ethics course Dr. Snader taught was enlightening and academically interesting and I would highly recommend his teaching of this course for future students.

Morgan Pitner
mwt1212@bxstate.edu

As a student in the graduate program for school psychology, I had the wonderful opportunity to participate in a class taught by Dr. Snader. He is one of the best professors I have had throughout my college experience. This is saying a lot considering I have only known him for one semester out of my eight years of being in college. To buttress my impression, I have personally enjoyed how he was able to facilitate class discussion by incorporating comical anecdotes using what seems to be situational irony to invoke interest in subject matter. A true artist at work. From my perspective, he loves his job and cares deeply for student success. I have conversed with multiple people within our class, and they also have expressed their fondness for Dr. Snader and his ability as a professor. In class everyone seemed engaged in thoughtful discussion and deep thought regarding some of the obstacles to be faced in the workplace. Overall, Dr. Snader has been a great professor, and I personally look forward to many more interesting and thought provoking discussions as his student.

Sincerely,

Salvador E. Cavazos
SPSY 5380: Individual and Group Counseling Techniques in School Psychology  
Spring 2019  
Wednesdays (sec 252)  
4:00-6:50 p.m.  
UAC-408

Professor: Eric Snader, Psy.D.  
Office Hours: arranged as needed  
Phone: 512-705-6554 (cell; in emergencies)  
E-mail: ehs20@txstate.edu

Course Description: The focus will be on the practice of techniques used in counseling interventions with children and adolescents, with particular attention to issues encountered in the school setting. Individual and group counseling techniques will be practiced, as will approaches to goal setting, and consultation with parents and teachers.

Texas State Multicultural Vision Statement: Texas State believes that freedom of thought, innovation, and creativity are fundamental characteristics of a community of scholars. To promote such a learning environment, the university has a special responsibility to seek diversity, to instill a global perspective in its students, and to nurture sensitivity, tolerance, and mutual respect. Discrimination against or harassment of individuals on the basis of race, color, national origin, religion, sex, sexual orientation, age, or disability are inconsistent with the purposes of the university.

Course Objectives (NASP objectives in parentheses):
Students will:
1. develop a framework for integration of the counseling role as it fits within the profession of school psychology. (2.6)
2. demonstrate a working knowledge of appropriate ethical and legal standards and an ability to exercise ethical, moral reasoning in all matters relative to professional practice. (2.10)
3. demonstrate awareness of issues of development and diversity in child and adolescent counseling relationships. (2.4, 2.5)
4. demonstrate appropriate communication techniques for individual and group counseling with children and adolescents. (2.4)
5. demonstrate effective family collaboration skills. (2.2, 2.8)
6. understand and practice effective individual and group therapy techniques with school-age populations. (2.4, 2.7)
7. demonstrate an understanding of the ongoing relationship between a school psychologist’s self-knowledge and self-care and professional effectiveness. (2.10)

Required Course Texts:


Additional reading materials will be provided to you through TRACS.

**Course Requirements:**

I. **Individual Child or Adolescent Study** (preferably with a child/adolescent with whom you have not previously worked). *Please select a child age 6 or older.* You should not have a personal relationship with the child or the child’s family. Once consent is signed, you will conduct a brief interview with the parent(s) and a brief child interview. The consent process and content of the interview will be discussed in class.

Following the interviews, you will conduct **three** practice counseling sessions that you will video* and upload to TRACS’ dropbox. You and Dr. Snader will schedule a time to review a portion of each session following its due date. These practice counseling sessions will generally be open-ended and child centered, and will include art and/or play activities, and one concluding/termination session. The format of these sessions may vary, depending upon the age and interests of the client, specific issues that emerge, and the course of the sessions. The professor will work with you through supervision on appropriate activities. Play materials are available at Alkek Library, and information can be found at this site: [http://guides.library.txstate.edu/c.php?g=470307&p=3215842.](http://guides.library.txstate.edu/c.php?g=470307&p=3215842)

*Portions of these videos may be viewed in class for analysis and feedback.

**Your consent must be uploaded to TRACS’ dropbox by the 4th of February.**

**Session One** – View your recording and complete the session critique form to be turned in with your recording to TRACS. Indicate the time stamps for the 10-minute segment you want us to view. We will discuss and complete a session evaluation form together.

**Session Two** – Incorporate the feedback given from session one in to your session. Submit completed session critique form and recording to TRACS, indicating the 10-minute segment you would like us to review.

**Session Three** – Incorporate feedback from the first two sessions into the third session. Include a closure/termination activity. Complete a session critique form to be turned in with your recording to TRACS. Indicate the 10-minute segment you want us to review.

II. **Treatment Presentation** – Select one population of interest, a manifest disorder or situational difficulty, and research the most effective counseling interventions. **Your topic must be approved by the professor by Wednesday January 30th.** Possible topics for disorders include: depressive disorder, selective mutism, anxiety disorder, substance abuse, chronic illness, oppositional/defiant disorder, etc. Possible topics for situational difficulties include: suicidal mindset, abuse, dysfunctional families, children dealing with loss and grief, eating disorders, etc.
The presentation should incorporate recent sources, and should include: 1) a brief description of the topic; 2) therapeutic orientations, techniques, and materials most supported by the literature; 3) considerations for special populations and 4) references for accessing techniques/materials.

Prepare a 15-20 minute PowerPoint presentation to present to the class and provide a 1-2 page handout regarding your topic to each member of the class and the instructor.

**Upload your presentation to TRACS by the beginning of class the week of Feb 6th.**

Presentations will be followed by a 5-10 minute roundtable discussion that you facilitate.

III. **Group Therapy Simulation** – With a class partner or individually, you will plan a counseling group or support group session, using a topic and format of your choice. **At the time of the simulation, provide to each member of the class and the instructor a 1-2 page summary** of the intended group experience, including 1) make-up of group (e.g., # of members, ethnicities, gender, age and how selected); 2) purpose of group/topic; 3) format intervention model used (e.g., reality therapy, cognitive-behavioral, gestalt, with references for activities, if available); 4) what considerations were made for diverse populations, disabilities; and 5) how the effectiveness of the group would be evaluated, if this were an ongoing group experience.

IV. **Mindfulness assignment:** Each student will complete a Mindful Attention Awareness Scale 3 times during the semester (i.e., 2nd day of class, midpoint, and last day of class) and will submit these to TRACS in DropBox. Additionally, students will each be given a Happy + Healthy Toolkit each. At least three times per week for seven consecutive weeks in the semester, you will draw a card from the Toolkit and follow its instructions. You will then log your response to the activity on the data collection form you receive on the 2nd class day. You will be asked to draw the cards in a specific order based on the card color (Relax cards first, then Move, and so on). If you are assigned to group A, you will begin this on the 2nd week of class; if you are in group B, you will begin this activity midway through the semester. You will be asked to log the day(s) you did an activity and your responses to it and to turn that log in to Dropbox after seven weeks are complete. You will not be graded on your self-rating on the MAAS; you will be graded based on your completion of the logs and 3 MAAS forms. You will be asked to reflect upon this experience on the last class day, although no formal presentation needs to be prepared.

V. **Participation requirement:**
See punctuality and attendance remarks. In addition, the professor will give credit for participating in in-class activities.

**Student Expectations**

**Attendance:** Attendance and punctuality are professional competencies reinforced in this program. Regular attendance is expected at all class meetings. The instructor must be notified of absences in advance, if possible. When advance notice is not possible, students should notify the instructor of the reason for the absence as soon as is feasible. Following the second absence from any class, the student will be required to attend a meeting within one week with the professor of the missed class as well as with the program coordinator. At this meeting, faculty and the student
will engage in a problem-solving discussion to mitigate the impact of the student’s absences, as well as to attempt to prevent future absences, if possible. A professional improvement plan may be the result of this meeting.

* Excessive absences in a course may result in a grade of Incomplete, reduction of the final course grade by one letter grade, or in additional projects or papers to complete, etc., which will be at the instructor’s discretion to assign.

Arriving to class late can be quite disruptive. Therefore, students should make every effort to arrive to class on time. Notify your instructor via text message if you are to be very delayed.

* One point will be deducted from a students’ participation grade for each time a student comes to class after the session has begun, even if a text notification was sent.

**Late Assignments:** A point will be deducted for everyday an assignment is late. Assignments submitted more than three days late may be accepted at the discretion of the instructor.

**Communication:** All students will use their Texas State University e-mail address to participate fully in this course. Email is the preferred mode of communication for most purposes. Phone calls should be used for more urgent, timely matters. TRACS is used to post course materials and supplementary information.

**Accommodations for Disabilities:**
If you are a student with a disability who will require an accommodation(s) to participate in this course, please contact the instructor as soon as possible. You will be asked to provide documentation from the Office of Disability Services. Failure to contact the instructor in a timely manner may delay your accommodations. For information on how to register a disability and on a range of support services, visit the Office of Disability Services website at http://www.ods.txstate.edu/

**Student Resources:**
For additional information on diversity connections, counseling and mental health services, sexual assault resources, sexual misconduct/Title IX procedures, and new graduate student information visit the Syllabus Policies & Student Resources page at http://www.txstate.edu/clas/about/Department-Policies/Syllabus-Policies-and-Student-Resources.html

**School Psychology Program Technology Policy:**
In order to ensure optimal opportunities for faculty and students to actively engage in teaching and learning, the program created guidelines for the use of technology in the classroom. Use of personal electronic devices should be limited in any class setting. There may be situations for which access to the Internet via smart phones, tablets, and laptops may be appropriate, including, for example, instructional activities in the class or personal note taking. In addition, situations arise where access is needed for specific reasons and students are encouraged to communicate with faculty about such needs. However, students should not be engaged in activities on devices that are unrelated to class, as this interferes with teaching and learning. Students should not use class time to work on assignments and projects for other classes. Special circumstances sometimes occur that require faculty and students to have their phones available for personal reasons. When these situations arise, faculty and students should notify one another, to promote a respectful educational environment, and to avoid misunderstandings.
This program policy is consistent with University Policy and Procedure Statement 4.02
[http://www.provost.txstate.edu/pps/policy-and-procedure-statements/4-teaching/pps4-02.html](http://www.provost.txstate.edu/pps/policy-and-procedure-statements/4-teaching/pps4-02.html)

**Grading:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>Three child sessions (3 x 10 pts. each)</td>
<td>30</td>
</tr>
<tr>
<td>Treatment research presentation</td>
<td>25</td>
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<tr>
<td>Group therapy simulation</td>
<td>20</td>
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<tr>
<td>Mindfulness assignment</td>
<td>15</td>
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<tr>
<td>Participation</td>
<td>10</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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</tbody>
</table>
# CLASS CONTENT & SCHEDULE

<table>
<thead>
<tr>
<th>DATE &amp; TOPIC</th>
<th>READINGS</th>
<th>ASSIGNMENT DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Wednesday, January 23</strong></td>
<td></td>
<td></td>
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<tr>
<td>Introduction to course and syllabus</td>
<td></td>
<td><strong>Arrange for parent/child interviews &amp; sessions</strong></td>
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<tr>
<td>Orientation to therapists’ skillsets,</td>
<td></td>
<td></td>
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<tr>
<td>tools and techniques; wellness; health-centered interventions</td>
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<tr>
<td><strong>Wednesday, January 30</strong></td>
<td>Plotts &amp; Lasser, Ch. 1</td>
<td><strong>-MAAS form 1 completed and submitted to DropBox on TRACS</strong></td>
</tr>
<tr>
<td>Nondirective Play Therapy</td>
<td>Plotts &amp; Lasser, Ch. 5</td>
<td><strong>-Select treatment presentation topic by start of class</strong></td>
</tr>
<tr>
<td>School Psychologist as Counselor;</td>
<td></td>
<td></td>
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<tr>
<td>Ethical &amp; Legal Issues; child abuse</td>
<td></td>
<td></td>
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<tr>
<td><strong>Wednesday, February 6</strong></td>
<td>Plotts &amp; Lasser, Ch. 3</td>
<td><strong>Consent form due Feb. 18 ** uploaded to dropbox in TRACS by 11 p.m.</strong></td>
</tr>
<tr>
<td>Counseling as a related service: IEP</td>
<td>Plotts &amp; Lasser, Ch. 7</td>
<td><strong>Session 1 recording &amp; self-critique form due February 18 at 11 p.m.</strong></td>
</tr>
<tr>
<td>for social, emotional, and behavioral goals, Goal tracking, Outcome measurement; BIPs</td>
<td>Assigned readings on TRACS</td>
<td>**Treatment Presentations begin ** all must be uploaded to TRACS by 3:30 p.m. on 2/20 <strong>meet with students to give feedback</strong></td>
</tr>
<tr>
<td><strong>Wednesday, February 13</strong></td>
<td>Joyce-Beaulieu &amp; Sulkowski, Ch. 2 and 4</td>
<td><strong>-Consent form due Feb. 18 ** uploaded to dropbox in TRACS by 11 p.m.</strong></td>
</tr>
<tr>
<td>The Counseling Relationship; Development and Diversity</td>
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<td><strong>Session 1 recording &amp; self-critique form due February 18 at 11 p.m.</strong></td>
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<tr>
<td>CBT and related approaches</td>
<td></td>
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<tr>
<td><strong>Wednesday, February 20</strong></td>
<td>Plotts &amp; Lasser, Ch. 4</td>
<td>**Treatment Presentations begin ** all must be uploaded to TRACS by 3:30 p.m. on 2/20 <strong>meet with students to give feedback</strong></td>
</tr>
<tr>
<td>Choice Theory and Reality Therapy</td>
<td>Assigned readings on TRACS</td>
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<tr>
<td><strong>Wednesday, February 27</strong></td>
<td>NO CLASS due to NASP conference in Atlanta</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Chapter(s)</td>
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<tr>
<td>Wednesday, March 6</td>
<td>Working with adolescents: Substance abuse, delinquency, and incarcerated youth</td>
<td>Joyce-Beaulieu &amp; Sulkowski, Ch. 6; Plotts &amp; Lasser, Ch. 12</td>
</tr>
<tr>
<td>Wednesday, March 13</td>
<td>Behavioral Approaches</td>
<td>Plotts &amp; Lasser, Ch. 2</td>
</tr>
<tr>
<td>March 17-24</td>
<td>SPRING BREAK</td>
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<tr>
<td>Wednesday, March 27</td>
<td>Gestalt Therapy and other approaches</td>
<td>Plotts &amp; Lasser, Ch. 6</td>
</tr>
<tr>
<td>Wednesday, April 3</td>
<td>Crisis Intervention, Grief &amp; Loss</td>
<td>Plotts &amp; Lasser, Ch. 10</td>
</tr>
<tr>
<td>Wednesday, April 10</td>
<td>Social Emotional Learning, PBIS; Tier 1&amp;2 screening</td>
<td>Assigned readings on TRACS</td>
</tr>
<tr>
<td>Wednesday, April 17</td>
<td>Family Systems Collaboration in Schools; the Consultation role</td>
<td>Plotts &amp; Lasser, Ch. 11; Plotts &amp; Lasser, Ch. 9</td>
</tr>
<tr>
<td>Wednesday, April 24</td>
<td>Inclement weather make up day or free day!</td>
<td></td>
</tr>
<tr>
<td>Wednesday, May 1</td>
<td>Working with teams and systems; Self monitoring growth</td>
<td>Plotts &amp; Lasser, Ch. 8; Assigned readings on TRACS</td>
</tr>
</tbody>
</table>
SPSY 5380 Session Evaluation Form  
(to complete with professor)

Counselor Name __________________________
Client Initials _______________
Session Number _____________
Date ____________________

1. Conveys accurately the purpose of the session/review from past sessions........... _____
2. Communicates warmth, acceptance and respect for the client........................... _____
3. Exhibits constructive, genuine verbalizations .................................................._____ 
4. Is spontaneous, personally open, and involved ................................................____
5. Use of therapist skills, techniques in the session:
   a. Tracking........................................................................................................_____ 
   b. Restating of content ......................................................................................_____ 
   c. Reflection of feeling ....................................................................................._____ 
   d. Returning responsibility to the child .............................................................._____ 
   e. Using the child's metaphor ..........................................................................._____ 
   f. Limit setting ..................................................................................................._____ 
   g. Appropriateness of activity & materials ......................................................._____ 
   h. Activity completed as planned ....................................................................._____ 

Comments:

Skills upon which to work:
SPSY 5380 Session Self-Critique Form

Counselor _____________________________
Client Initials __________________________
Session # __________
Date ______________

Focus/topic of the session:

Goals worked on in session:

How did you feel during the session?

Skills you applied in this session (include examples):

_____ Tracking
_____ Reflection of content
_____ Reflection of affect
_____ Summarization
_____ Clarification
_____ Incomplete Sentence/Prompt
_____ Open-ended question
_____ Closed question
_____ Limit setting

Questions you have about your work with this client as a result of the session?

Time Stamp to observe:
SPSY 5380
Group Therapy Simulation Evaluation

Student facilitator(s):

Topic:

Provided summary:
1) Make-up of group (e.g., # members, ethnicities, genders, ages and how selected)
2) Purpose of group/topic
3) Format intervention model used (e.g., reality therapy, cognitive-behavioral, gestalt, with references for activities, if available)
4) What considerations were made for diverse populations, disabilities?
5) How the effectiveness of the group would be evaluated, if this were an ongoing group experience

_____ points (out of possible 5)

Exhibited group facilitation and leadership skills:

Active listening/Reflecting
Summarizing
Questioning
Interpretation/Metaphor
Modeling appropriate behavior
Problem solving
Linking
Encouraging members to help one another
Maintaining discipline
Keeping the group on task
Establishing and enforcing group rules
Protecting group members
Encouraging full group participation
Moving the group in the direction of stated objectives
Assigning Homework

_____ points (out of possible 15)

Total: _____ points (out of possible 20)

Notes:
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Rating</th>
<th>Poorly</th>
<th>Adequately</th>
<th>Well</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Degree to which the presentation topic is specified.</td>
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<tr>
<td>2. The presenter describes orientations, techniques and materials relevant to school use.</td>
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<tr>
<td>3. Degree to which recent literature is comprehensively reviewed, with references listed.</td>
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<tr>
<td>4. Degree to which considerations are made for special populations.</td>
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<tr>
<td>5. Presenter adheres to time limits, facilitates roundtable discussion effectively.</td>
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</table>

TOTAL: /25

Notes:
Informed Consent for the Use of Material Obtained from the Child/Adolescent Counseling Project for SPSY 5380
Texas State University

I, ______________________________________________________________________, hereby give my permission for my child, _______________________________, to participate in the Child/Adolescent Counseling project which is in partial fulfillment of SPSY 5380, a graduate-level course in counseling techniques in the School Psychology Program at Texas State University. I understand that the purpose of the project is to assist the school psychology student, __________________________________, in better understanding the perspective of children/adolescents and in practicing communication skills such as listening, accurate paraphrasing, summarizing, and clarifying. I understand that the project is to consist of a parent interview and a child interview followed by three play activity/practice counseling sessions. The student counselor will be supervised by Dr. Eric Snader, Adjunct Instructor in the School Psychology Program at Texas State University.

The content of the interviews and activity sessions will be treated confidentially, as in any professional counseling session, with the following exceptions:

1. Indications that the child is in danger of harm to self or others.
2. Indications of child abuse.
3. If the child requests that specific information be shared.

I understand that the play/activity sessions will be videoed and that the videos will be viewed by Dr. Snader and other specialist level students in the course for educational purposes. Students will be advised to erase the videos upon completion of the course and they will not be viewed by anyone other than Dr. Snader, his graduate assistant, and students in SPSY 5380. The rights of privacy and confidentiality will be maintained in these counselor training situations in the classroom.

________________________________________________________________________
Signed (parent or guardian)     Date

Thank you for allowing your child to participate in this experience. If you have any questions or need further information, please feel free to call Dr. Eric Snader at (512) 705-6554.
Honor Code

To support the goal of maintaining a climate of academic integrity, Texas State University has adopted the Texas State University Honor Code. The Honor Code applies to all academic activities and academic work, whether these take place on-campus, off-campus, or online. Texas State expects students to engage in all academic pursuits in a manner that is beyond reproach. Students found in violation of the Honor Code are subject to disciplinary action. Information on the Honor Code and related processes is located at http://www.txstate.edu/honorcodecouncil/.

Academic Honesty

Students in the School Psychology Program are expected to adhere to University standards of academic honesty. When a student is suspected of academic dishonesty, Program faculty follow University procedures.

Academic Honesty Statement

Learning and teaching take place best in an atmosphere of intellectual freedom and openness. All members of the academic community are responsible for supporting freedom and openness through rigorous personal standards of honesty and fairness. Plagiarism and other forms of academic dishonesty undermine the very purpose of the university and diminish the value of an education.

Academic Offenses

Students who have committed academic dishonesty, which includes cheating on an examination or other academic work to be submitted, plagiarism, collusion, or abuse of resource materials, are subject to disciplinary action.

A. Academic work means the preparation of an essay, thesis, report, problem assignments, or other projects which are to be submitted for purposes of grade determination.

B. Cheating means:
   1. Copying from another student’s test paper, laboratory report, other report or computer files, data listing, and/or programs.
   2. Using materials during a test unauthorized by person giving test.
   3. Collaborating, without authorization, with another person during academic work.
   4. Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or processing, in whole or part, the content of an unadministered test.
   5. Substituting for another student-or permitting another person to substitute for oneself in taking an exam or preparing academic work.
   6. Bribing another person to obtain an unadministered test or information about an unadministered test.

C. Plagiarism means the appropriation of another’s work and the unacknowledged incorporation of that work in one's own written work offered for credit.

D. Collusion means the unauthorized collaboration with another person in preparing written work offered for credit.

E. Abuse of resource materials means the mutilation, destruction, concealment, theft, or alteration of materials provided to assist students in the mastery of course materials.
Penalties for Academic Dishonesty
Students who have committed academic dishonesty may be subject to:
A. Academic penalty including one or more of the following when not inconsistent:
   1. A requirement to perform additional academic work not required of other students in the course;
   2. Required to withdraw from the course with a grade of “F”.
   3. A reduction to any level grade in the course, or on the exam or other academic work affected by the academic dishonesty.
   4. Disciplinary penalty including any penalty which may be imposed in a student disciplinary hearing pursuant to this Code of Conduct.

Procedures in Cases of Academic Dishonesty
A. Initiation of action
   When a member of the faculty believes that a student performing academic work under the faculty member’s supervision has committed an act of academic dishonesty, the faculty member shall summon the student to a private conference.
B. Faculty Disposition
   At the conference the faculty member will present the student with evidence of academic dishonesty and give the student an opportunity to respond. Thereafter, if the faculty member is convinced that the student committed an act of academic dishonesty, the faculty member will advise the student of such fact and the academic penalty that the faculty member will impose. The faculty member will also notify the student of the student’s rights to appeal to the department chair, the college dean, and the vice president for academic affairs. The student must initiate each appeal by delivering written notice to each officer considering the appeal within five working days of the date of the latest decision on his or her case. The faculty member may not impose the academic penalty until all appeals are complete or the student has indicated that he or she does not wish to appeal further.
   The student will indicate in writing, using the Academic Administrative Review Form, whether he or she accepts the faculty member’s finding, academic penalty, or both. In either case, the faculty member will send a copy of the Academic Administrative Review Form to the Coordinator of Student Justice.
C. Appeals
   If the student rejects the faculty member’s finding, academic penalty, or both, the student may appeal to the faculty member’s department chair, college dean, and vice president for academic affairs. At each step in the process, the student is entitled to written notice of the alleged offense, an opportunity to respond, and an impartial determination of his or her case. The vice president for academic affairs’ decision is final as to the academic penalty.
D. Student Justice
   In the case of flagrant or repeated violations, the vice president for academic affairs may refer the matter to the coordinator of student justice for further disciplinary action. Disciplinary action will not become effective until the student has received procedural due process as provided in the Code of Student Conduct.
I. ACADEMIC/PROFESSIONAL BACKGROUND

A. Name: Eric Snader, Psy.D.  
   Title: Lecturer, Department of Counseling, Leadership, Adult Education, and School Psychology

B. Educational Background

<table>
<thead>
<tr>
<th>Degree</th>
<th>Year</th>
<th>University</th>
<th>Major</th>
<th>Thesis/Dissertation</th>
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<tbody>
<tr>
<td>Psy.D.</td>
<td>1999</td>
<td>Ferkauf Graduate School of Psychology, Yeshiva University</td>
<td>School-Clinical Child Psychology</td>
<td>Effects of remediation on reading achievement.</td>
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<tr>
<td>M.A.</td>
<td>1994</td>
<td>Ferkauf Graduate School of Psychology, Yeshiva University</td>
<td>Psychology</td>
<td></td>
</tr>
<tr>
<td>B.A.</td>
<td>1992</td>
<td>Rutgers University</td>
<td>Psychology</td>
<td>The Fact of a Doorframe’s Bloodstained Splinters</td>
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</table>

*Every year I attend the National Association of School Psychologists (NASP) convention where I attend workshops and sessions related to school psychology (e.g., counseling, ethics, diversity, assessment, current topics). I am required to acquire a minimum of 12 credit hours per year.

C. University Experience

<table>
<thead>
<tr>
<th>Position</th>
<th>University</th>
<th>Dates</th>
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<tr>
<td>Lecturer</td>
<td>Texas State University</td>
<td>2012-Present</td>
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<tr>
<td>Adjunct Instructor</td>
<td>Rutgers, The State University of New Jersey</td>
<td>2000-2012</td>
</tr>
<tr>
<td>Adjunct Instructor</td>
<td>Burlington County College, New Jersey</td>
<td>1997-2000</td>
</tr>
<tr>
<td>Adjunct Instructor</td>
<td>The College of New Rochelle, New York</td>
<td>1996-1997</td>
</tr>
</tbody>
</table>

D. Relevant Professional Experience

   Project Director, Riverside Insights  2013-Present
   Responsible for management and test development activities for individually administered psychological and educational tests. Working collaboratively with test authors, development staff and Publishing to plan, implement, and oversee all aspects of the development process necessary to develop tests to meet professional and industry standards. Responsibilities also include product planning, test design, tryout/standardization planning, designing supporting studies and interfacing with internal publishing operations to publish tests according to project schedules and budgets.

   School Psychologist, Voorhees Township Public Schools  2000-2012
   Was responsible for providing individual counseling and leading social skills groups. Conducted psychological evaluations and re-evaluations to determine eligibility for special education and related
services according to IDEA. Served as a member of the Response-to-Intervention team. Consulted
with teachers, parents and administrators as needed. Was responsible for case management of
children who received special education services. Provided in-services on relevant topics throughout
the year to parents, teachers and instructional associates. Initiated and ran a support group for parents
of children with Autism Spectrum Disorders.

E. Other Professional Credentials (licensure, certification, etc.)

Licensed Specialist in School Psychology, Texas- current
II. TEACHING

A. Teaching Honors and Awards:

B. Courses Taught:

<table>
<thead>
<tr>
<th>Texas State University Courses Taught</th>
<th>Practicum in School Psychology</th>
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<tr>
<td>Ethics, Standards, and Procedures in School Psychology</td>
<td>Practicum in School Psychology</td>
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<th>Rutgers University Courses Taught</th>
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<tr>
<td>Introduction to Psychology</td>
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<td>Adolescent Psychology</td>
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<td>Social Psychology</td>
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<td>Introduction to Psychology</td>
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<tr>
<th>College of New Rochelle</th>
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</thead>
<tbody>
<tr>
<td>Introduction to Psychology</td>
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</tbody>
</table>

Papers and Miniskills Sessions Presented at Professional Meetings/Conferences


Poster Presentations at Professional Meetings/Conferences


Publication

Professional Association Membership
National Association of School Psychologists (NASP)
March 2, 2019

Dear Faculty Senate,

It is with great pleasure that I write this letter of recommendation in support of Dr. Eric Snader's nomination for the Part-Time Faculty Teaching Award. Dr. Snader teaches courses in the College of Education's graduate program in School Psychology and is clearly and outstanding teacher. He is universally admired by students and faculty for his capacity to connect with students, create meaningful learning experiences, and advance the profession of school psychology.

Dr. Snader brings a wealth of professional experiences to our students. He has practiced as a school psychologist for years in both New Jersey and Texas, but has also worked in the development of psychoeducational tests. I have observed his teaching and am impressed by the ways in which he weaves his work experiences into course content with vivid examples and anecdotes. Students remark on their teaching evaluations that Dr. Snader is engaging and brings the subject matter to life with his stories and experiences.

A review of Dr. Snader's teaching evaluations demonstrates that he has high quantitative ratings (above the department mean) and that students share in their written responses how much they enjoy his courses. He consistently is regarded as a teacher who makes learning fun. Students also note that they learn more in his classes because he makes learning experiences meaningful and applied to the settings in which they will work.

Since I started teaching at Texas State in 2002, I have encountered many part-time faculty members in our department, but none of them have shown the high levels of dedication and commitment that we have seen from Dr. Snader. He clearly rises to a level of excellence and we are grateful for his contributions.

Sincerely,
Jon Lasser, PhD
Associate Dean for Research and Sponsored Programs
College of Education