

**COURSE SYLLABUS COVER SHEET**  
Lewis & Clark College  
Graduate School of Education and Counseling

Please attach completed cover sheet to course syllabus.

<b>Course Name</b>	<b>Intro to School Psychology II</b>
<b>Course Number</b>	<b>508</b>
<b>Term</b>	<b>Spring 2007</b>
<b>Department</b>	<b>CPSY</b>
<b>Faculty Name</b>	<b>Ruth Gonzalez, PhD</b>

**Catalogue Description** (*copy from current catalogue*): Overview of the history, systems, roles, and functions of school psychologists. Readings in contemporary issues and historical events provide the foundation for graduate preparation in school psychology. Students observe the work of school psychologists and discuss the profession in a seminar format.

**Prerequisite:** None.

**Credit:** 1 semester hour.

**Guiding Principles/Standards Addressed in Course:**

(please check box to indicate which guiding principles/standards from the Conceptual Framework are addressed in this course)

<b>Guiding Principles/Standards</b>	
<u>Learning Environments</u> Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives, supported.	<b>X</b>
<u>Content Knowledge</u> Integrate fundamental and emergent components of disciplinary knowledge in ways that extend learners' experience and enhance their own and students' capacity to solve problems.	<b>X</b>
<u>Teaching Approaches</u> Engage students and school personnel in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.	<b>X</b>
<u>Connection to Community</u> Design educational activities that cultivate connections between learners and their communities and region.	<b>X</b>
<u>Educational Resources</u> Incorporate a wide range of teaching and technological resources from the school and community into experiences that support learning.	<b>X</b>
<u>Assessment</u> Assess, document, and advocate for the successful learning of all students and school stakeholders.	<b>X</b>
<u>Research and Reflection</u> Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.	<b>X</b>
<u>Leadership and Collaboration</u> Lead and collaborate with others to plan, organize, and implement educational practices and programs that confront the impact of societal and institutional barriers to academic success and personal growth.	<b>X</b>
<u>Professional Life</u> Pursue a professional identity that demonstrates respect for diverse peoples, ideas, and cultures.	<b>X</b>

**Authorization Levels:**

This course addresses preparation at specific authorization levels through readings and in-class discussions (indicate with an "R" in the appropriate box) and/or through a practicum experience (indicate with a "P" in the appropriate box).

<b>Early Childhood</b> Age 3-4 <sup>th</sup> Grade	<b>R</b>
<b>Elementary</b> 3 <sup>rd</sup> -8 <sup>th</sup> Grades in an Elementary School	<b>R</b>
<b>Middle Level</b> 5 <sup>th</sup> -9 <sup>th</sup> Grades in a Middle or Junior High School	<b>R</b>
<b>High School</b> 7 <sup>th</sup> -12 <sup>th</sup> Grades in Subject/Dept. Assign. in a Mid- or Sr.-High School	<b>R</b>

\*R = Readings and In-class Discussions      \*P = Practicum

**Student Performance:**

Student performance criteria appear on page(s) 1 of this syllabus (student performance includes goals, evidence, and levels of performance).

**COURSE SYLLABUS**  
Lewis & Clark College  
Graduate School of Education and Counseling

Course Name	Introduction to School Psychology 1B
Course Number	CPSY 508-01
Term	Spring, 2007
Department	Counseling Psychology
Meeting Information	Saturdays, 9-12:45 Jan. 13, Feb. 3, Mar. 3, Apr. 7 Rogers #219
Faculty Name	Ruth Gonzalez, PhD, NCSP
Faculty Phone/E-mail	303-636-1767 <a href="mailto:Gonzalez@lclark.edu">Gonzalez@lclark.edu</a>
Faculty Office	Rogers – 331 Office Hours: by appointment and after class

**Catalogue Description** (current catalogue):

Introduction to School Psychology: Overview of the history, systems, roles and functions of school psychologists. Readings in contemporary issues and historical events provide the foundation for graduate preparation in school psychology. Students observe the work of school psychologists and discuss the profession in a seminar format.

**Course Goals and Objectives:**

Students will become aware of the broad domains of competence necessary for school psychologists. They will participate in class discussions, readings, and presentations. They will develop portfolios and complete spring requirements to prepare for Practica the following year.

**Course Requirements:**

Students are expected to read the textbooks and make presentations of three chapters including a one-page handout of each.

Students are expected to participate in class discussions and in the final exam.

Portfolios for the SP program will be developed.

Practica preparations will be initiated.

**Evaluation and Assessment:**

**Readings/class presentations:** 30 points (10 for each presentation)

**Attendance/participation:** 40 points (10 for each class session)

If a student finds it necessary to miss a class, a 10-page edited paper will be required as make-up. Details will be discussed with the instructor as needed. If two classes are missed, the student will not pass the class.

**Final Exam:** 30 points

(100-80 points: Credit; 79 or fewer points: No credit; class must be repeated)

**Bibliography:**

Required textbooks:

Merrell, K. W., Ervin, R. A., & Gimpel, G. A. (2006). *School psychology for the 21<sup>st</sup> century*. New York: Guilford.

Thomas, A., & Grimes, J. (Eds.). (2002). *Best practices in school psychology IV*, Vols. 1 and 2. Bethesda, MD: National Association of School Psychologists.

Optional Literature:

National Association of School Psychologists. *Communique*.

National Association of School Psychologists. *School Psychology Review*.

American Psychology Association (Division 16). *School Psychology Quarterly*.

International School Psychology Association. *School Psychology International*.