

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

Please attach completed cover sheet to course syllabus.

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| Course Name | Intro to School Psychology I |
| Course Number | 507 |
| Term | Fall 2006 |
| Department | CPSY |
| Faculty Name | Ruth Gonzalez |

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)

| Guiding Principles/Standards | |
|--|----------|
| <u>Learning Environments</u> Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives, supported. | X |
| <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. | X |
| <u>Teaching Approaches</u> Engage students and school personnel in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts. | X |
| <u>Connection to Community</u> Design educational activities that cultivate connections between learners and their communities and region. | X |
| <u>Educational Resources</u> Incorporate a wide range of teaching and technological resources from the school and community into experiences that support learning. | X |
| <u>Assessment</u> Assess, document, and advocate for the successful learning of all students and school stakeholders. | X |
| <u>Research and Reflection</u> Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal. | X |
| <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. | X |
| <u>Professional Life</u> Pursue a professional identity that demonstrates respect for diverse peoples, ideas, and cultures. | X |

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).

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

*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 |
| Course Number | CPSY 507-01 |
| Term | Fall, 2006 |
| Department | Counseling Psychology |
| Meeting Information | Mondays, 5:30-8:30 Sept. 11, 25; Oct. 9, 23; Nov. 6 Miller Center #207 |
| Faculty Name | Ruth Gonzalez, PhD, NCSP |
| Faculty Phone/E-mail | 303-636-1767 Gonzalez@lclark.edu |
| Faculty Office | Rogers – 331 Office Hours: by appointment |

Catalogue Description (current catalogue):

Introduction to School Psychology I: 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 readings, class discussions, on-site observations of professional school psychologists, and written work concerning their observations and reactions.

Course Calendar:

We will meet from 5:30-8:30 five times during the fall semester; see page 2 for a schedule of classes and readings.

Course Requirements:

Students are expected to follow a school psychologist during daily work for ten hours. Students will keep a professional log of specific activities and a reaction paper is to be completed.

Students are expected to read the textbook and other required readings; they will complete outline/notes that are due at the beginning of class each week.

Students are expected to participate in class discussions.

Students will write a paper about their expected professional development over the next five years.

Portfolios for the SP program will be initiated.

Evaluation and Assessment:

Logs of observations/ reaction papers: 10 points

Outline/notes of readings: 20 points (5 points at the beginning of each class)

Attendance/participation: 50 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.

Paper: 20 points

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

Bibliography:

Required text:

Merrell, K. W., Ervin, R. A., & Gimpel, G. A. (2006). *School Psychology for the 21st Century*. New York: Guilford.

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.