

COURSE SCHEDULE:

	TOPIC	READING	ASSIGNMENT
9/4	Introduction/competencies		
9/1	History/models of practice	<ul style="list-style-type: none"> ▪ Fagan and Wise, Chapt. 2 ▪ Reschly & Tilly, Reform trends and system design alternatives, <i>Special Education in Transition</i> ▪ 	View www.nasponline.org . From description of school psychologist functions what characteristics are important?
9/18	CASP VISIT	<ul style="list-style-type: none"> ▪ At CASP office, 1400 K St. ▪ View www.casponline.org prior to visit 	Generate a question re: CASP or school psychology in California
9/25	Diversity in schools	<ul style="list-style-type: none"> ▪ Henning-Stout & Brown-Cheatham, School psychology in a diverse world, <i>Handbook of School Psychology</i>, ▪ Flanagan, D & Miranda, A. Best Practices in working with culturally and linguistically diverse families, <i>Best Practices in School Psychology</i> 	Paper 1 due (Shadow school psych)
10/2	Regulations and Ethics School Psychologists Panel: Richard Hunter Muriel Flores Kathleen Larson	<ul style="list-style-type: none"> ▪ Jacob-Timm & Hartshorne, Chapt 1 & 2, <i>Ethics and law for school psychologists</i> ▪ NASP Professional Conduct Manual 	
10/9	Program evaluation Guest: Kris Strong	<ul style="list-style-type: none"> ▪ Illback, Zins, Maher, Program planning and evaluation: Principles, procedures and change, <i>Handbook of School Psychology</i> 	Paper 2 due (Cultural biases)
10/16	Hotsheet Issues	<ul style="list-style-type: none"> ▪ Three groups present 	<ul style="list-style-type: none"> ▪ Provide Cathiw/ electronic and hard copy of handout and provide hard copies to

			class.
10/23	Hotsheet Issues	<ul style="list-style-type: none"> ▪ Three groups present 	<ul style="list-style-type: none"> ▪ Provide Cathiw/ electronic and hard copy of handout and provide hard copies to class.
10/30	Assessment: Basics	<ul style="list-style-type: none"> ▪ Lyman, chapter 1 & 3 ▪ Cohen and Swerdlik, Chapter 7 	<ul style="list-style-type: none"> ▪ Paper3 (Teacher observation)
11/6	Assessment: Statistical concepts	<ul style="list-style-type: none"> ▪ Lyman, Chapter 6 ▪ Optional: Cohen & Swerdlik, Chapter 3 	<ul style="list-style-type: none"> ▪ Paper 4 due
11/13	Assessment: Scores	<ul style="list-style-type: none"> ▪ Lyman, Chapter 8 	<ul style="list-style-type: none"> ▪ Paper 5 due (Operant conditioning)
11/20	Assessment: Reliability/validity	<ul style="list-style-type: none"> ▪ Lyman, Chapter 2 ▪ Aiken, chapter 5 ▪ Optional: Cohen & Swerdlik, Chapter 5 & 6 	<ul style="list-style-type: none"> ▪ Paper 6 due (Barriers to learning SDC/RSP)
11/27	Thanksgiving holiday	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪
12/4	Assessment: Tests manuals Ethics/standards	<ul style="list-style-type: none"> ▪ Lyman, Chapter 5, 7 & 11 	<ul style="list-style-type: none"> ▪ Paper 7 due (Motivation)
12/11	Paper discussion		<ul style="list-style-type: none"> ▪ Final paper due
12/18	Final		