



School of Education and Behavioral Sciences
School Psychology

SP701 An Introduction to School Psychology

Online Tu 5:30 - 9:20

Credits: 3 Section: 1 Term: Accelerated Fall 2025

Instructor Information



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Virtual Office Hours: by appointment

Communication

Email is the best way to contact me, and I will respond within 24 hours.

School & Department Information

School of Education and Behavioral Sciences

Office Location: Behavioral Sciences Building

Phone: (808) 440-4223 Kandis Amimoto Program Administrator

If you have questions regarding the School Psychology Program, please reach out to your Instructor or the School of Education and Behavioral Sciences.

Course Description & Materials

Catalog Course Description

This foundational course provides an overview of the field of school psychology and the role of the school psychologist in the educational environment. The historical foundations of the profession will be explored along with the functions, responsibilities, and legal/ethical standards of contemporary practice. Theories of learning, motivation, human development, and cultural diversity will be examined in relation to optimizing student outcomes.

Time Allocation

This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Over the 10 weeks of this course, students will spend 37.5 hours in class, 48 hours researching and writing a ten-page essay, 1 hour each week writing reflection papers (15 hours total), and 10.5 hours studying for and taking the final exam. There will be an additional 24 hours of work required beyond what is listed here (course readings, homework assignments, etc.), averaging 1.6 hours each week.

Required Materials

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.

Branstetter, R. (2012). The school psychologist's survival guide. Jossey-Bass.

Grapin, S. L., & Kranzler, J. H. (Eds.). (2024). School psychology: Professional issues and practices. (2nd Ed.). Springer.

Harrison, P. L., Proctor, S. L., & Thomas, A. (Eds.). (2023). *Best practices in school psychology: Data-based and collaborative decision making* (7th ed., Vol. 1). NASP.

Harrison, P. L., Proctor, P. L., & Thomas, A. (Eds.). (2023). *Best practices in school psychology: Student, systems, and family services* (7th ed., Vol. 2). NASP.

Harrison, P. L., Proctor, P. L., & Thomas, A. (Eds.). (2023). *Best practices in school psychology: Foundations* (7th ed., Vol. 3). NASP.

Additional selected readings and online resources will be provided and noted within the Canvas course shell

[Canvas \(<https://chaminade.instructure.com>\)](https://chaminade.instructure.com)

Canvas is a web-based learning management system and is the platform to access and manage online course learning materials and communicate regarding the course throughout the semester.

Learning Outcomes

Program Learning Outcomes (PLOs)

EdS in School Psychology students will:

1. Exhibit competency in varied models and methods of assessment and data collection to identify strengths and needs, monitor progress, and engage in data-based decision-making related to academic, behavioral, and mental health functioning. (NASP Domains 1, 2, & 4)
2. Employ knowledge and skills to promote services at the individual, family, group, and system levels intended to enhance school climate, learning, and mental health and develop the necessary skills for students to become effective learners. (NASP Domains 3, 5, 6, & 7)
3. Apply knowledge of diversity factors in development, culture, and individual differences to provide effective services, advocate for social justice, and enhance family and school partnerships. (NASP Domains 7 & 8)
4. Exhibit legal, ethical, and professional standards in the application of skills in communication skills of communication, collaboration, and supervision to improve school and community climates. (NASP Domains 6 & 10)
5. Display skills to evaluate and apply research, translate evidence-based practices to professional work, and demonstrate knowledge of varied school psychology service delivery models. (NASP Domains 1, 5, & 9)

Course Learning Outcomes (CLOs)

Upon completion of **SP701**, the student will be able to:

1. Examine the history and foundations of school psychology as a specialty and profession. (NASP 10)
2. Explore the roles, functions, and scope of practice of school psychologists in educational systems. (NASP 10)
3. Utilize psychological theories to optimize student learning, development, behavior, and mental health. (NASP 3)
4. Develop an understanding of legal, ethical, and professional standards governing school psychology practice. (NASP 10)
5. Acquire foundational skills in collaborative problem-solving, consultation, and applying psychology to serve diverse learners. (NASP 2)

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

Education for Formation in Faith

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provide a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

Provide an Integral, Quality Education

Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

Educate in Family Spirit (*'Ohana*)

Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit”. Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

Educate for Service, Justice, and Peace

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

Educate for Adaptation and Change

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

(Selected from *Characteristics of Marianist Universities: A Resource Paper*, Published in 1999 by Chaminade University of Honolulu, St. Mary’s University and University of Dayton. See also <https://www.marianist.com/education/>)

Each of these characteristics is integrated, to varying degrees, in this course however, the main focus is on the Marianist value of **educating for adaptation and change**. This value guides this course through its focus on the development of:

1. Flexible thinking;
2. Being respectful of differences;
3. Critical thinking; and
4. Open-mindedness

Psychology, by its nature, looks at how people adapt and change depending on the environment and circumstances that they are in. Cross cultural psychology looks at the impacts of culture on human behavior and helps us to understand how people are able to adapt and change as cultures change and the world becomes more of a global community.

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the ‘Olelo No’eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'eau 364) May I live by God.
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'eau 1957) Acquire skill and make it deep.
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Ōlelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship.
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Ōlelo No'eau 1430) Education is the standing torch of wisdom.
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) All knowledge is not taught in the same school

Course Activities

Course Approach

We will be using an online seminar approach. Therefore we will be incorporating class discussions via our online format in Canvas and/or Zoom. Please complete the readings prior to posting discussion material, otherwise the discussions will not be informed ones. Some of the topics may result in lively discussion and disagreement. Some people may also feel uncomfortable or upset by some of the material. Therefore please adhere to the following ground rules:

- Acknowledge that people have different experiences based on race, ethnicity, class, sex, age, and sexuality. People have different religious, cultural and political beliefs.
- Think psychologically about the issues, be open to understanding other perspectives, and be prepared to critically analyze your own opinions and beliefs.
- Agree that this course and cohort should be a safe, supportive environment, and a place where no one is made to feel embarrassed or ashamed. Disrespectful behavior will not be tolerated and no remarks that might be deemed personal attacks should be made on the discussion boards. Healthy discussion and debate is however most welcome and encouraged. We do not have to agree with one another, but in this course, and within a professional school environment we must be able to discuss differences in a respectful manner.

★ A note on the use of Artificial Intelligence (AI)

AI is becoming a tool that is used more frequently and has become more commonplace. The ultimate goal of this course and this graduate program is to prepare students to function effectively and fulfil responsibilities of a school psychologist in schools and other professional

settings. Arguably one of the most critical needs for a practicing school psychologist is to be able to think analytically, communicate effectively, and to “think on your feet” in real-time situations. Writing reports and other communications are core functions for a practicing school psychologist and often a major component of the job. Most assignments in this course involve writing and analytical thinking. While it is acknowledged that AI may be utilized as a tool, please consider that the purpose of the assignments are to develop your skills, and there most certainly will be circumstances in your professional career when you will need to communicate without access to these tools. As such, postings, research, and other writings should not be generated entirely by AI as this may be deemed an act of academic dishonesty.

Attendance (20 points)

Due to the accelerated nature of the course, and the importance of discussion and dialogue within the cohort, it is critical that students attend all scheduled class meetings. Absences should be for illness that prevents participation or for other serious unanticipated reasons. Students must notify the instructor prior to missing a class or assignment.

Discussions (10 points each week, 80 points total)

There will be a weekly discussion topic posted. Students are encouraged to check online discussions daily and are expected to post both an individual response to the prompt and a comment or reply to at least one other student’s posting at least once weekly. Please make sure you have posted before the close of the weekly due date.

Readings and Homework

Students are expected to complete assigned readings and post to discussions weekly. There is a fair amount of reading required, so please be sure to plan your time wisely. Students are expected to have engaged the material such that they are prepared with questions and reflections, to enable more active and informed participation in the course discussions. Students are encouraged to consider and discuss comparisons and differences among the material.

Quizzes (10 points each, 80 points total)

Students will complete weekly quizzes assessing comprehension of each week’s topic(s).

Exam (80 points)

An essay format final exam will be administered at the end of the course. Emphasis will be on analysis of concepts and themes from throughout the course.

Final Reflection Posting and Reply (20 points)

Students will write a one to two page reflection on what they have learned in the course and how it applies to their current or future work in a school setting. The reflection will be posted on the course website for other students to read and comment on. **The post should not be a summary of information presented in the course.** It should focus on how the information presented pertains to your personal experiences. It may also address how your perspective of the school systems and the role of a school psychologist has changed over the course of the semester. Each student must also respond to **at least one other students' reflection posting.**

Presentation (80 points) and Posting and Reply (20 points)

Each student will complete a written summary report on a selected area of best practice and make a presentation to the class. The presentation should be 10 - 15 minutes in duration. Selection of topics will occur during the first class meeting. The presenter will **need to select additional relevant material** appropriate to the topic to include with the presentation. (*If you wish to submit your outside materials or sources selected for feedback, it is recommended that you do so by 11/2. THIS IS OPTIONAL.*) Additionally, the student will post a discussion question(s) for the rest of the class to respond to on the discussion board. Each student must also respond to **at least one other students' reflection posting.**

School Psychologist Panel Question Submission and Essay (20 points)

Actively practicing school psychologists are scheduled to convene as a panel during one class. Prior, each student will submit 1 - 2 questions for discussion with the panel. The questions will be posted online so that the questions for the panel will be a collaboration of all students. After the presentation, an essay reflection of the discussion will be required.

Course Policies

Late Work

Students must notify the instructor prior to missing a class or assignment. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course will receive a failing grade. Unexcused absences equivalent to more than three days of classes may lead to a grade reduction for the course. Any absence exceeding three days or more must be reported to the Provost and Records Office by the instructor. Students are expected to actively participate in course discussions and posting within the due dates indicated.

Changes to the Syllabus

While the provisions of this syllabus are as accurate and complete as possible, the instructor reserves the right to change any provision herein at any time. Should any changes be required students will be advised of such changes as soon as feasible.

Grades of Incomplete

A grade of incomplete may be provided by the instructor per his sole discretion when there is a determination made of extenuating circumstances that prevented submission within established due dates.

Final Grades

Final grades are submitted to [Self-Service](#):

A = 90% and above	<i>360 - 400 points</i>
B = 80-89%	<i>320 - 359 points</i>
C = 70-79%	<i>280 - 319 points</i>
D = 60-69%	<i>240 - 279 points</i>
F = 59% and below	<i>0 - 239 points</i>

Important Information

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an "F" grade for the work in question, an "F" grade for the course, suspension, or dismissal from the University.

For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

Title IX and Nondiscrimination Statement

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

Nondiscrimination Policy & Notice of Nondiscrimination

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found at the [Chaminade University Title IX Office Contact Information and Confidential Resources website](#). On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at:

<https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

CUH Alert Emergency Notification

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

Assessment for Student Work

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

Student with Disabilities Statement

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at ada@chaminade.edu each semester if changes or notifications are needed.

Kōkua ‘Ike: Tutoring & Learning Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua ‘Ike: Center for Student Learning in a variety of subjects (including, but are not limited to biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check [Kōkua ‘Ike’s](#) website for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click on Account > TutorMe. For more information, please contact Kōkua ‘Ike at tutoring@chaminade.edu or 808-739-8305.

Readings, Assignments, & Due Dates

Class date	Themes	Reading		Due Dates	
10/7	Course introduction/syllabus	syllabus	syllabus		
	NASP Professional Standards	pgs vii, 1-6	Best Practices 1		
	https://www.nasponline.org/standards-and-certification				
	Roles of the School Psychologist	chapter 1	Branstetter		
	Introduction to School Psychology	chapter 1	Grapin & Kranzler		
	Preparing for a Career in School Psych	chapter 19	Grapin & Kranzler		
	Building Relationships in Schools	chapter 2	Branstetter		
	Historical Foundations	chapter 2	Grapin & Kranzler		
				10/12	INTRODUCTION POSTING
				10/19	QUIZ #1
				10/19	DISCUSSION POSTING
10/14	Paperwork	chapter 3	Branstetter		
	Graduate Preparation & Credentialing	chapter 6	Grapin & Kranzler		
	NASP 2020 Practice Model	chapter 1	Best Practices 1		
	Improving Data-Based Decision Making in Schools	chapter 5	Best Practices 1		
	Intervention and Prevention	chapter 4	Branstetter		
	Multicultural Foundations	chapter 3	Grapin & Kranzler		
	Antiracism and School Psychology	chapter 4	Grapin & Kranzler		
	Research in School Psychology	chapter 16	Grapin & Kranzler		
	BP for Using Intersectionality for Direct Service	chapter 1	Best Practices 3		

				10/19	QUIZ #2
				10/19	DISCUSSION POSTING
10/21	RTI: Gatekeeper to Keymaster	chapter 5	Branstetter		
	Ethical and Legal Foundations	chapter 5	Grapin & Kranzler		
	Federal and State regulations	Documents added to CANVAS			
	BP in Ethical Problem Solving	chapter 20	Best Practices 3		
				10/26	QUIZ #3
				10/26	DISCUSSION POSTING
				10/26	Submit questions for school psych panel
10/28	Special Education Assessment	chapter 6	Branstetter		
	Assessment	chapter 7	Grapin & Kranzler		
	BP in School Threat Assessment	chapter 30	Best Practices 2		
	IEP	chapter 7	Branstetter		
				11/2	QUIZ #4
				11/2	DISCUSSION POSTING
				11/2	Optional: submit external source(s) for BP presentation for feedback
11/4	SCHOOL PSYCHOLOGIST PANEL INTERVIEW				
	Intervention Planning & Implementation	chapter 8	Grapin & Kranzler		
	BP for Culturally Responsive PBIS	chapter 10	Best Practices 2		

	Academic Assessment and Intervention	chapter 9	Grapin & Kranzler		
	BP in Promoting Academic Engagement	chapter 6	Best Practices 2		
				11/9	QUIZ #5
				11/9	DISCUSSION POSTING
11/11	Individual Counseling	chapter 9	Branstetter		
	Social, Emotional, and Behavioral Assessment	chapter 10	Grapin & Kranzler		
	BP in Schoolwide SEL	chapter 24	Best Practices 2		
	Group Counseling	chapter 10	Branstetter		
	Cognitive Assessment	chapter 11	Grapin & Kranzler		
				11/16	QUIZ #6
				11/16	DISCUSSION POSTING
11/18	Consultation	chapter 8	Branstetter		
	Consultation	chapter 12	Grapin & Kranzler		
	School Crises	chapter 11	Branstetter		
	Violence/Crisis Prevention	chapter 13	Grapin & Kranzler		
	https://www.nasponline.org/professional-development/prepare-training-curriculum				
	BP in School Mental Health Crisis Intervention	chapter 32	Best Practices 2		
	Family, School, and Community Collaboration	chapter 14	Grapin & Kranzler		
				11/23	QUIZ #7
				11/23	DISCUSSION POSTING
11/25	Managing Job Stress	chapter 12	Branstetter		

	Systems Change and Program Evaluation	chapter 15	Grapin & Kranzler		
	BP in Systems Change and Academic MTSS	chapter 17	Best Practices 2		
	Future of School Psychology	chapter 18	Grapin & Kranzler		
				11/26	Interview essay due
				11/30	QUIZ #8
12/2	Presentations			12/2	Post discussion prompt from your topic
				12/3	Reflection essay due
12/9	Wrap up and EXAM			12/7	Post reply to prompts from class presentations
				12/7	Post reply to reflection posts
		points			
	Weekly discussion posts	80	20%		
	Weekly class attendance	20	5%		
	8 quizzes	80	20%		
	Interview question submission and essay	20	5%		
	Presentation	80	20%		
	Reflection post	20	5%		
	Presentation discussion post and reply to others	20	5%		
	EXAM	80	20%		
		400	100%		