California University of Pennsylvania
Guidelines for New Course Proposals
University Course Syllabus
Approved: 2/4/13

Department of Psychology

A. Protocol

Course Name: Fundamentals of School Psychology
Course Number: PSY 752
Credits: 3
Prerequisites: None
Maximum Class Size (face-to-face): 30
Maximum Class Size (online):
(Choose which one is appropriate or both if applicable)

B. Objectives of the Course:

Competencies Addressed:

Assessment – data collection through informal or formal procedures in a context that is responsive to the individual needs of the client.

Consultation – communication (oral & written) of information in a clear, concise, client-centered manner toward the solution of a problem.

Professional School Psychology – knowledge of professional topics in school psychology including: the roles and functions of school psychologists in school and non-school settings; legal, professional and ethical standards; the organization and operation of schools; and diversity.

1) The student will list and discuss the historical and sociopolitical influences that have shaped the profession of school psychology.

2) The student will compare and contrast the roles and functions of school psychologists with other school-related professionals.

3) The student will explore, analyze and discuss topical issues germane to the field of psychology.

4) The student will outline and discuss the organization and operation of a public school system, including curriculum and administrative issues.

5) The student will review, analyze, and evaluate the Federal, State, and Local
laws applicable to school psychology and education. In particular, the student will develop a working knowledge of the Individuals with Disabilities Education Act and its amendments.

6) The student will compare and evaluate the various assessment methods used with exceptional and non-exceptional students.

7) The student will differentiate among the various consultation strategies of importance to school psychologists.

8) The student will use ethical guidelines to determine the appropriate behavior of a school psychologist in various hypothetical situations.

9) The student will be able to apply research-based findings and psychological principles to the solution of common school problems (e.g., grade retention, learning disabilities determination).

10) The student will gain an appreciation for student diversity (e.g., physical, psychological, gender, cultural, etc.) through lecture and class discussions.

C. Catalog Description:

This course is an introduction to the profession of school psychology. Topics examined revolve around the roles and functions of school psychologists. A partial list of the topics examined includes: school systems, the law and school psychology, and professional ethics. Field experiences in educational settings are required for students enrolled in the school psychology program.

D. Outline of the Course:

1) Lecture Outline:

   a) Role of the School Psychologist
      1. Historical underpinnings
      2. Various functions of school psychologists
      3. Interaction between the organizational setting and the role of the school psychologists

   b) Organizational Issues
      1. Structure of school systems
      2. Supervisory models in the provision of school psychological services
      3. Members of pupil personnel departments
      4. Related issues (e.g. records, medical, attendance, systems level change, etc.)

   c) Special Education Standards
      1. IDEA and other federal regulations
      2. PA regulations
d) Issues in Consultation
   1. Consultation with parents, school personnel, & community agencies
   2. Ethics
   3. Intervention and in-service programs
   4. Cultural diversity

e) Assessment Issues
   1. Intellectual assessment: Pro and Con
   2. Curriculum-based assessment
   3. Vocational assessment
   4. Preschool assessment
   5. Special issues (e.g. learning disabilities, grade retention, group or individual procedures, etc.)
   6. Diversity (e.g., cultural, SES, etc.) and assessment

2) Practicum Experiences:

   Objective:
   This practicum experience is designed to help meet Program goals related to professional school psychology in regard to understanding the organization and operation of school systems, the role and function of school psychologists as well as other school personnel, and the behavior of special needs students.

   Activity:
   The student is required to spend a minimum of 16 hours in schools interviewing and observing school personnel and students. Time is to be allocated to these activities as follows:
   a. 8 hours with a school psychologist
   b. 4 hours with a member of a pupil personnel team (e.g. LEA, counselor, social worker, etc.)
   c. 4 hours in special education classroom

   All students are provided a standard set of questions to investigate and they must submit a summary of this experience including their personal reaction to the people and places they have visited.

   Evaluation/Feedback:
   The course professor, in conjunction with reports from school personnel, will evaluate the summary for completion and for insights gained and provide feedback to the student concerning this experience/performance using practicum evaluation forms.
E. Teaching Methodology:

1) Traditional Classroom Methodology
   a) Lecture/discussion format
   b) Class discussion concerning current and/or controversial issues in the field
   c) Research papers (two)
   d) Two tests (multiple choice and essay)
   e) Group problem solving activities (e.g., pros and cons of IQ tests)
   f) Simulations (e.g., diagnostic decision making, mock MDT)
   g) Guest speakers form the field of special education
   h) Internet assignments
      1. PA Dept. of Education
      2. Patton
      3. NASP & ASSP
      4. IDEA
      5. Council for Exceptional Children
      6. ADHD
   i) Texts and Other Study Materials
      The students will compile their own text comprised of copies of Pennsylvania laws, and research articles concerning topics related to the course outline.

2) Online Methodology
   Quality Matters™ Statement – The online course follows the standards of the Quality Matters™ rubric.

F. Text:

G. Assessment Activities:

1) Traditional Classroom Assessment
   a) Tests: Two (multiple choice and short essay) (Grading Scale A = 90-100%, B = 80-89%, C = 70-79%, F = Below 70%).
   b) Reports of practicum observations
c) Research papers: Two (History of School Psychology and CBA)  
(See Appendix A for scoring criteria)

d) Participation (exchanging ideas verbally or in writing) in classroom activities  
(i.e., group problem solving, role playing)

2) Online Assessment

H. Accommodations for Students with Disabilities:  

**Accommodations for Students with Disabilities**

Students with disabilities:
- Reserve the right to decide when to self-identify and when to request accommodations.
- Will register with the Office for Students with Disabilities (OSD) each semester to receive accommodations.
- Might be required to communicate with faculty for accommodations, which specifically involve the faculty.
- Will present the OSD Accommodation Approval Notice to faculty when requesting accommodations that involve the faculty.

Requests for approval for reasonable accommodations should be directed to the Office for Students with Disabilities (OSD). Approved accommodations will be recorded on the OSD Accommodation Approval notice and provided to the student. Students are expected to adhere to OSD procedures for self-identifying, providing documentation and requesting accommodations in a timely manner.

Contact Information:
- Location: Azorsky Hall – Room 105
- Phone: (724) 938-5781
- Fax: (724) 938-4599
- Email: osdmail@calu.edu
- Web Site: [http://www.calu.edu/current-students/student services/disability/index.htm](http://www.calu.edu/current-students/student services/disability/index.htm)

I. Supportive Instructional Materials, e.g. library materials, web sites, etc.


Bradley-Johnson, S. & Morgan, S.K. (2002). Best practices in planning effective instruction for students who are visually impaired or blind. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology IV*. (pp. 1405-1418). Bethesda, MD: NASP.


Fish, M.C. (2002). Best practices in collaborating with parents of children with disabilities. In A. Thomas & J. Grimes (Eds.), Best practices in school psychology IV. (pp. 363-376). Bethesda, MD: NASP


Jacob, S. (2002). Best practices in utilizing professional ethics. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology IV*. (pp. 77-90). Bethesda, MD: NASP


Prasse, D.P. (2002). Best practices in school psychology and the law. In A. Thomas & J. Grimes (Eds.), Best practices in school psychology IV. (pp. 57-75). Bethesda, MD: NASP


Reschly, D.J. & Ysseldyke, J.E. (2002). Paradigm shift: The past is not the future. In A. Thomas & J. Grimes (Eds.), Best practices in school psychology IV (pp. 3-20). Bethesda, MD: NASP


Title 22, PA Code, CH 14 (2001).


**Additional Information for Course Proposals**

J. Proposed Instructors:

Any Psychology Department faculty member.

K. Rationale for the Course:

L. Specialized Equipment or Supplies Needed:

M. Answer the following questions using complete sentences:

1. Does the course require additional human resources? (Please explain)
2. Does the course require additional physical resources? (Please explain)
3. Does the course change the requirements in any particular major? (Please explain)
4. Does the course replace an existing course in your program? (If so, list the course)
5. How often will the course be taught?
6. Does the course duplicate an existing course in another Department or College? (If the possibility exists, indicate course discipline, number, and name)

N. If the proposed course includes substantial material that is traditionally taught in another discipline, you must request a statement of support from the department chair that houses that discipline.

O. Please identify if you are proposing to have this course considered as a menu course for General Education. If yes, justify and demonstrate the reasons based on the categories for General Education. The General Education Committee must consider and approve the course proposal before consideration by the UCC.

P. Provide Approval Form (electronically).
Additional Guidelines

The following are additional guidelines that you must follow which will expedite your course proposal. Failure to follow these guidelines will result in the return of the proposal to the department.

1. Be sure that your proposal is in the correct format (Guidelines for New Course Proposals) and that all questions have been completely answered.

2. Be sure that you have completed and attached the Application to Establish a New Course form and/or the Advisement Sheet Revision form and that the appropriate signatures have been affixed. Please send through the process electronically (the preferred method) or by paper. No items will be placed on the agenda until the Chair of the UCC is in possession of these forms.

3. Be sure that you include an updated advisement sheet for any course that is being required by the department or is classified as a restricted elective. In addition, you must include an electronic copy (MS Word or PDF) of the current advisement sheet(s) with your proposal. Be certain that all advisement sheets affected by the proposed course change be included with your proposal.

4. When submitting materials for consideration by the Curriculum Committee, you must provide an electronic copy of each item to be reviewed to the Chairperson.

5. All completed items must be in the hands of the Chairperson of the Curriculum Committee a minimum of one week prior to the next regularly scheduled meeting.

6. Any department requesting a course name change, number change, prefix changes, credit changes, etc. must submit this request on the Application to Establish a New Course Form and submit electronically.

7. New advisement sheets, major proposals, minors, LOCs, Certificates, or changes to advisement sheets will become effective the fall semester following committee approval. The advisement sheets must also include the committee approval date and the effective date on the advisement page. Submit this request on the Advisement and/or Program Changes form.

8. New courses will become effective the semester following committee approval.

9. Any references listed must be in the appropriate bibliographic format for the discipline.

10. Online courses should follow the Quality Matters™ rubric and is posted on the UCC website. Be sure that you include the online teaching methodology statement (refer E.2 above) that refers to the Quality Matters™ rubric.
11. All course objectives must follow Bloom’s Taxonomy learning domains located on the UCC website.
# Research Paper Grading Rubric

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Sum points to get total score.