A. Protocol

Course Name: Seminar in the Analysis of Research in School Psychology  
Course Number: PSY 796  
Credits: 3  
Prerequisites:  
- PSY 766 – Statistics and Research Methods in Psychology I Univariate  
- PSY 767 – Statistics and Research Methods in Psychology II Multivariate  
Maximum Class Size (face-to-face): 30  
Maximum Class Size (online): 45  
(Choose which one is appropriate or both if applicable)

B. Objectives of the Course:

1) The student will conduct electronic searches of on-line databases including Psych Info, Social Science Index and ERIC.

2) The student will apply knowledge of the principles of research design and statistical analysis in orally presented summaries/critiques of published research reports.

3) The student will demonstrate comprehension of contemporary issues/models/concepts in the literature of School Psychology by:  
   - participating in seminar discussions;  
   - describing these issues/models/programs on weekly quizzes; and  
   - analyzing and evaluating these issues/models/programs in written essays.

4) The student will summarize in writing the National Association of School Psychologists’ Principles for Professional Ethics (Research, Publication and Presentation section).

C. Catalog Description:

This course consists of an examination of current research in School Psychology. Critical study and evaluation of empirical research findings applicable to selected topics from current editions of Best Practices in School Psychology are undertaken. The student develops skills in using current data bases to access empirically based research reports, as well as the abilities to critically analyze and synthesize the content of these reports as it relates to situations and issues faced by the practitioner school psychologist. Students
develop an understanding of the importance of using empirical data in making sound educational decisions.

D. Outline of the Course:

1. Readings/Lecture/Instructor-led Discussion of:
   • Various types of research design
   • The National Association of School Psychologist’s *Principles for Professional Ethics* – Research, Publication and Presentation section

   NOTE: These “core” articles are a sample of those examined from *Best Practices*. Depending on class size and time availability, some listed articles may not be used and others may be added.

System Level Interventions
   • Best practices in substance abuse prevention programs
   • Best practices in school discipline
   • Best practices in suicide intervention
   • Best practices in preventing problems in unstructured situations

Problem Solving Approaches
   • Best practices in curriculum-based measurement

Student Interventions
   • Best practices in gifted education
   • Best practices in working with students with autism
   • Best practices in preschool social skills training
   • Best practices in social skills training

Effective Instruction
   • Best practices in evaluating interventions
   • Best practices in defining student goals and outcomes

Student Diversity
   • Best practices in working with culturally diverse children and families
   • Best practices in considering gender differences in providing psychological services to children and adolescents in the schools
   • Best assessment and intervention practices with second language learners

Prevention, Crisis Intervention and Mental Health
   • Best practices in school discipline
   • Best practices in crisis prevention and management
   • Best practices in school violence prevention
Home/School/Community Collaboration
- Best practices in building partnership with families
- Best practices in behavioral parent teaching

2. Library Activity
   Student conducted electronic literature search to locate empirical research reports assessing the practices suggested in Best Practices IV core articles.

3. Student Presentations: Oral and written Summary/Critiques of empirical research reports

E. Teaching Methodology:

1) Traditional Classroom Methodology

   A variety of teaching online methodologies will be used in teaching this course. They include, but are not limited to: multi-media presentations, whole class threaded discussions and small group discussions, analysis of readings, case studies, reflections, individual projects, group projects, peer student comments, online communication strategies (i.e., email, chat rooms, phone conferences, webinars, etc.), and incorporation of Internet resources. Emphasis will be placed on engaging the learner for involvement and active participation in the learning process.

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

   The following are examples of assessment strategies that will be used. Individual instructors may customize different activities.

   a) Performance assessment tasks

   b) Written assignments and reports

   c) Threaded online discussions

   d) Online participation
e) Exams and/or quizzes
f) Individual projects
g) Group projects
h) Case studies
i) Analysis of student work samples
j) Article/Book critiques
k) Journal reflections
l) Portfolio development
m) Research development

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.


Current journals, for example:
Developmental Psychology
Journal of Applied Behavior Analysis
Journal of Educational Psychology
School Psychology Quarterly
School Psychology Review

**Additional Information for Course Proposals**

J. Proposed Instructors:
Approved Psychology Faculty

K. Rationale for the Course
Current course within School Psychology program.

L. Specialized Equipment or Supplies Needed
None.

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)  
   This course does not require additional physical resources.

3. Does the course change the requirements in any particular major?  
   No.

4. Does the course replace an existing course? (If so, list the course and attach a Course Deletion sheet)  
   The course does not replace any existing course.

5. How often will the course be taught?  
   This course will be offered once a year.

6. Does the course duplicate an existing course in another Department or College? (If the possibility exists, indicate course discipline, number, and name). This course does not duplicate any existing course.

7. What is the recommended maximum class size for this course?  
   The recommended class size for this course is 25 candidates.

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.  N/A

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 UCC must consider and approve the course proposal before consideration by the General Education Committee.
   This course is not a menu course for General Education.

P. Attach Approval Form.

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 that the appropriate signatures have been affixed.
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 copies 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. A short memo indicating the changes to the advisement sheet(s) and rationale must be attached.

4. When submitting materials for consideration by the Curriculum Committee, you must provide 20 copies 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. All courses that are to be dual listed must include the rationale.

7. Any department requesting a course name change must also submit a course number change as well. Submit this request on the Application to Establish a New Course Form.

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

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

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

11. All course objectives must follow Bloom’s Taxonomy learning domains located on the UCC website.