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| For Academic Affairs and Research Use Only |
| CIP Code:  |  |
| Degree Code: |  |

**New Course Proposal Form**

**[ ] Undergraduate Curriculum Council**

**[X] Graduate Council**

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| **[ ] New Course or [ ]Experimental Course (1-time offering) (Check one box)** |

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to curriculum@astate.edu for inclusion in curriculum committee agenda.

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| Wayne Wilkinson 1/30/2019**Department Curriculum Committee Chair** | Julie Lamb Milligan 2-26-19 Enter date…**COPE Chair (if applicable)** |
| Kris D Biondolillo 1/31/2019**Department Chair:**  | Mary Jane Bradley 3/4/2019**Head of Unit (If applicable)**   |
| Waynew W. Wilkinson 2/11/2019**College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Undergraduate Curriculum Council Chair** |
| Mary Jane Bradley 2/13/2019**College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Graduate Curriculum Committee Chair** |
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| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Enter date |

**General Education Committee Chair (If applicable)**   | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Vice Chancellor for Academic Affairs** |

1. Contact Person (Name, Email Address, Phone Number)

**Kristin Johnson, Ph.D.**

**krjohnson@astate.edu**

**870-680.4484**

2. Proposed Starting Term and Bulletin Year

**Summer 2019/19-20**

3. Proposed Course Prefix and Number (Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*. ) **PSY 6693**

 4. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

**Implementation Science in Education**

5. Brief course description (40 words or fewer) as it should appear in the bulletin.

**Implement Science in Ed**

**Evidence-based resources using implementation research findings in psychology to improve all aspects of education, from individual teaching programs to organizational development with an emphasis on policies, strategies, and interventions in schools that have demonstrated effectiveness.**

6. Prerequisites and major restrictions. (Indicate all prerequisites. If this course is restricted to a specific major, which major. If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

1. **YES** Are there any prerequisites?
	1. If yes, which ones?

**Permission from the instructor.**

* 1. Why or why not?

 **Course is intended for future professional educators or practitioners or current professional educators or practitioners in preK-12 settings.**

1. **NO** Is this course restricted to a specific major?
	1. If yes, which major? Enter text...

7. Course frequency(e.g. Fall, Spring, Summer). *Not applicable to Graduate courses.*

Enter text...

8. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

**Lecture and activities.**

9. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

**Standard letter**

10. **NO** Is this course dual listed (undergraduate/graduate)?

11. **NO**  Is this course cross listed?

*(If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross listed course.)*

**11.1** – If yes, please list the prefix and course number of cross listed course.

 Enter text...

**11.2** – **NO** Are these courses offered for equivalent credit?

Please explain. Enter text...

12. **NO** Is this course in support of a new program?

a. If yes, what program?

 Enter text...

13. **NO** Does this course replace a course being deleted?

a. If yes, what course?

Enter text...

14. **NO** Will this course be equivalent to a deleted course?

a. If yes, which course?

Enter text...

15. **YES** Has it been confirmed that this course number is available for use?

 *If no: Contact Registrar’s Office for assistance.*

16. **NO** Does this course affect another program?

If yes, provide confirmation of acceptance/approval of changes from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

**Course Details**

17. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

***Week 1***

***What is Implementation Science?***

***Week 2***

***Preparing for Effective Implementation: Framework and Approaches***

***Week 3***

***Successful Implementation in Specific Programs and Interventions: Social, Emotional, and Behavior Change***

***Week 4***

***Successful Implementation in Specific Programs and Interventions: Reading***

***Week 5***

***Improving the Implementation of Evidence-based programs and interventions via staff skills, organizational approaches, and policy development***

***Note: This is a course to be offered in the summer.***

18. Special features (e.g. labs, exhibits, site visitations, etc.)

**NA**

19. Department staffing and classroom/lab resources

Faculty

1. Will this require additional faculty, supplies, etc.?

 **No**

20. **No** Does this course require course fees?

 *If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.*

**Course Justification**

21. Justification for course being included in program. Must include:

 a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

 **The National Association of School Psychologists has 10 Domains of Practice. Domain #5 School-Wide Practices to Promote Learning-School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental and behavioral health. School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others. Examples of professional practices include: Using knowledge of universal screening programs to identify students in need of instructional and behavioral support services. Promoting policies and practices that support effective discipline, instructional support, grading, home–school partnerships, student transitions, and more. Collaborating with other school personnel to create and maintain a multitiered continuum of services to support academic, social, emotional, and behavioral goals for students. Advocating for policies and practices that promote positive school environments.  GOALS: Students will 1) understand and utilize data to evaluate outcomes based on accountability purposes. 2) develop, write implementation plans, and evaluation techniques for promoting safe schools. 3) develop, write implementation plans, and evaluation techniques for enhancing student learning. 4) assist others in understanding the relevant research and evaluation data, 5) be equipped to disseminate research findings to personnel, parents, and the public.** ​

b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

 **Considering program evaluation and implementation is 1/10 of the NASP Domains, we should have a course that covers the domain. It is not mandated but it is imperative.**

c. Student population served.

**Graduate Students**

d. Rationale for the level of the course (lower, upper, or graduate).

**The content, knowledge and skills addressed and taught in this course are applicable to future and current advanced professional educators and practitioners in preK-12 settings.**

**Assessment**

**Relationship with Current Program-Level Assessment Process**

22. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

**Domain #5 School-Wide Practices to Promote Learning-School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental and behavioral health. School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others. Examples of professional practices include: Using knowledge of universal screening programs to identify students in need of instructional and behavioral support services. Promoting policies and practices that support effective discipline, instructional support, grading, home–school partnerships, student transitions, and more. Collaborating with other school personnel to create and maintain a multitiered continuum of services to support academic, social, emotional, and behavioral goals for students. Advocating for policies and practices that promote positive school environments.**

23. Considering the indicated program-level learning outcome/s (from question #23), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

*For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.*

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| **Program-Level Outcome 1 (from question #23)** | **Domain #5 School-Wide Practices to Promote Learning-School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental and behavioral health. School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others. Examples of professional practices include: Using knowledge of universal screening programs to identify students in need of instructional and behavioral support services. Promoting policies and practices that support effective discipline, instructional support, grading, home–school partnerships, student transitions, and more. Collaborating with other school personnel to create and maintain a multitiered continuum of services to support academic, social, emotional, and behavioral goals for students. Advocating for policies and practices that promote positive school environments.** |
| Assessment Measure | **1)School Psychology Intern Competency Evaluation for Training & Professional Practice** **2)School Psychology Comprehensive Exam** |
| Assessment Timetable | 1. **Fall & Spring, during internship**
2. **Spring, during internship**
 |
| Who is responsible for assessing and reporting on the results? | 1. **Assess: Internship Site supervisor, Report: Program Coordinator, Dr. John Hall**
2. **Assess: Program Coordinator, Dr. John Hall, Report: Program Coordinator, Dr. John Hall**
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 *(Repeat if this new course will support additional program-level outcomes)*

 **Course-Level Outcomes**

24. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

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| **Outcome 1** | **Program graduates will be able to assist schools and if appropriate other agencies in using data for accountability purposes.** |
| Which learning activities are responsible for this outcome? | **Lecture****Vignettes****Activities** |
| Assessment Measure  | **Quiz, Case Study** |

*(Repeat if needed for additional outcomes)*

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| **Outcome 2** | Program graduates will be able to assist in the development, implementation, and or evaluation of policies and programs that promote safe schools.  |
| Which learning activities are responsible for this outcome? | **Lecture****Vignettes****Activities** |
| Assessment Measure  | **Quiz, Case Study** |

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| **Outcome 3** | Program graduates will be able to assist schools and other agencies in designing, implementing, and evaluating policies and practices aimed at enhancing student learning and behavior. |
| Which learning activities are responsible for this outcome? | **Lecture****Vignettes****Activities** |
| Assessment Measure  | **Quiz, Case Study** |

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| **Outcome 4** | Program graduates will be equipped to disseminate relevant research findings to school personnel, parents, the public, and other professionals |
| Which learning activities are responsible for this outcome? | **Lecture****Vignettes****Activities** |
| Assessment Measure  | **Quiz, Case Study** |

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| **Outcome 5** | Program graduates will be able to assist schools and other agencies in understanding and using research and evaluation data. |
| Which learning activities are responsible for this outcome? | **Lecture****Vignettes****Activities** |
| Assessment Measure  | **Quiz, Case Study** |

**Bulletin Changes**

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| **Instructions**  |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Follow the following guidelines for indicating necessary changes.** **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.** - Deleted courses/credit hours should be marked with a red strike-through (~~red strikethrough~~)- New credit hours and text changes should be listed in blue using enlarged font (blue using enlarged font). - Any new courses should be listed in blue bold italics using enlarged font (***blue bold italics using enlarged font***)*You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the ‘format painter’ icon 🡪 , and selecting the text you would like to apply the change to.* *Please visit* [*https://youtu.be/yjdL2n4lZm4*](https://youtu.be/yjdL2n4lZm4) *for more detailed instructions.* |

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**PSY 6693. Implementation Science in Education Evidence-based resources using implementation research findings in psychology to improve all aspects of education, from individual teaching programs to organizational development with an emphasis on policies, strategies, and interventions in schools that have demonstrated effectiveness. Prerequisite, permission of the instructor.**