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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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| **[ x] 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](mailto:curriculum@astate.edu) for inclusion in curriculum committee agenda.

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

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

Meagan Medley, PhD, [mmedley@astate.edu](mailto:mmedley@astate.edu) 870-972-3064

2. Proposed Starting Term and Bulletin Year

Fall 2019

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 6000

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).

FULL TITLE: Special Topics in School Psychology

SHORT TITLE: Special Topics in Sch Psych

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

Advanced study in professional school psychology with an emphasis on professional demeanors, legal and ethical behaviors, research, supervision and important topics in school psychology.

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. NO Are there any prerequisites?
   1. If yes, which ones?

No

* 1. Why or why not?

The course may be taken repeatedly by all students in a developmental model.

1. YES Is this course restricted to a specific major?
   1. If yes, which major? Restricted to Ed.S. Psychology & Counseling: School Psychology Track, or permission from instructor

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

Graduate

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.

Special Topics

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)? NO

11. NO Is this course cross listed? NO

*(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? NO

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.)

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|  | **WEEK** | **Year 1 Students**  **(Coursework +**  **Some Observation of Practicums)** | **Year 2 Students**  **(Coursework + Practicum)** | **Year 3 Students**  **(Internship)** |
| **FALL** | 1 | School Psychology Program Expectations | School Psychology Program Expectations + HOWL Service Center | School Psychology Program Expectations + HOWL Service Center |
| 2 | Ethics + Professionalism | Ethics + Professionalism | Ethics + Professionalism |
| 3 | Social Media | Social Media | Social Media |
| 4 | NASP Professional Ethics & Updates | NASP Professional Ethics & Updates | NASP Professional Ethics & Updates |
| 5 | Supervision Documentation | Supervision Documentation | Supervision Documentation |
| 6 | Supervision Goals | Supervision Goals | Supervision Goals |
| 7 | Supervision Developmental Model | Supervision Developmental Model | Supervision Developmental Model |
| 8 | Group Supervision | Group Supervision | Group Supervision |
| 9 | Effectively Working in a Team (Study) | Effectively Working in a Team (Research) + Developmental Model of Supervision | Effectively Working in a Team (Multidisciplinary) + Developmental Model of Supervision |
| 10 | Groupwork Evaluations | Groupwork Evaluations | Groupwork Evaluations |
| 11 | Groupwork Professionalism | Groupwork Professionalism | Groupwork Professionalism |
| 12 | Beginning Advocacy for Children and the Profession of School Psychology | Intermediate Advocacy for Children and the Profession of School Psychology | Advanced Advocacy for Children and the Profession of School Psychology |
| 13 | Supervision Roles & Responsibilities, Assessment (self, supervisors, university trainers), | Supervision Roles & Responsibilities, Assessment (self, supervisors, university trainers), | Supervision Roles & Responsibilities, Assessment (self, supervisors, university trainers), |
| 14 | Goal Setting + Accepting Feedback | Goal Setting + Accepting Feedback | Goal Setting + Accepting Feedback |
| 15 | Goal Setting + Accepting Feedback | Goal Setting + Accepting Feedback | Goal Setting + Accepting Feedback |
| **SPRING** | 1 | Faculty Topic (TBA) | Faculty Topic (TBA) | Faculty Topic (TBA) |
| 2 | Praxis II, Interviewing, CV, Cover Letters | Praxis II, Interviewing, CV, Cover Letters | Praxis II, Interviewing, CV, Cover Letters |
| 3 | Interviewing | Interviewing | Interviewing |
| 4 | Diversity | Diversity | Diversity |
| 5 | Advocacy | Advocacy | Advocacy |
| 6 | Manifestation determinations | Manifestation determinations | Manifestation determinations |
| 7 | IEPs | IEPs | IEPs |
| 8 | Student Topic | Student Topic | Student Topic |
| 9 | Specialized interventions (individualized) | Specialized interventions  (group) | Specialized interventions  (system) |
| 10 | NASP position statements & Best Practices | NASP position statements & Best Practices | NASP position statements & Best Practices |
| 11 | NASP position statements & Best Practices | NASP position statements & Best Practices | NASP position statements & Best Practices |
| 12 | Practicum Prep | Internship Prep | Graduation, NCSP + Early Career Prep |
| 13 | Practicum Prep | Internship Prep | Graduation, NCSP + Early Career Prep |
| 14 | Practicum Prep | Internship Prep | Graduation, NCSP + Early Career Prep |
| 15 | Supervision Roles & Responsibilities, Assessment (self, supervisors, university trainers), Goal Setting. Annual Reviews. | Supervision Roles & Responsibilities, Assessment (self, supervisors, university trainers), Goal Setting. Annual Reviews. | Supervision Roles & Responsibilities, Assessment (self, supervisors, university trainers), Goal Setting. Annual Reviews. |

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

The course will include a developmental model of supervision where more advanced students assist in training lower level students in procedures, research, and professionalism in the field of school psychology via early explanation of and observation of practicums and service style learning. Additionally, students and faculty will have opportunities to present research and discussion topics to peers throughout the year. Professional advocacy may include visits to legislative bodies. Site visits may include educational settings across the region. Guest speakers (virtual and face-to-face) will be expected. Research will be presented by both faculty and students (exhibits).

19. Department staffing and classroom/lab resources

Standard classroom.

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 (program accrediting body) has 10 Domains of Practice and CAEP (COEBS accrediting body) also requires professional demeanors of advanced candidates. **Domain 10 is Legal, Ethical, and Professional Practice**-School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills. ***GOALS***: Students will 1) demonstrate understanding and skills to provide services consistent with ethical, legal, and professional standards; 2) understand and engage in responsive ethical and professional decision-making; 3) understand effective collaboration techniques with other professionals; and 4) apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

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.

The stand-alone course about professionalism in school psychology is not mandated; however, the course content is desired to provided uniformity, sequencing, and earlier training in professionalism and important topics of concern for all students across the program.

c. Student population served.

School Psychology Tract Ed.S. students in Psychology & Counseling

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

Graduate: the field of school psychology is not offered as an undergraduate degree. The minimum for practice as a school psychologist endorsed by the National Association of School Psychologists is the specialist level.

**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 10 is Legal, Ethical, and Professional Practice**-School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

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 10 is Legal, Ethical, and Professional Practice**-**School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.** |
| 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 & Instructor. Report: Program Coordinator, Dr. John Hall** 2. **Assess: Program Coordinator, Dr. John Hall, Report: Program Coordinator, Dr. John Hall** |

*(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** | The student will perform duties as a school psychologist in-training with appropriate professionalism. |
| Which learning activities are responsible for this outcome? | Developmental Supervision and training of students in lower levels of the program for practicums and program expectations |
| Assessment Measure | Rubric of performance and expectations |

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| **Outcome 2** | The student will self-evaluate skills and demeanors and write goals for the following semester addressing each area and aligning to NASP domains. |
| Which learning activities are responsible for this outcome? | Skill development through teaching and mentoring of program expectations. |
| Assessment Measure | Skill and Demeanor Based Rubric |

**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.* |

PSY 6000. Special Topics in School Psychology Advanced study in professional school psychology with an emphasis on professional demeanors, legal and ethical behaviors, research, supervision and important topics in school psychology.