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

**New Course Proposal Form**

**[ ] Undergraduate Curriculum Council**

**[X] Graduate Council**

|  |
| --- |
| **[ 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 for inclusion in curriculum committee agenda.

|  |  |
| --- | --- |
| 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 870-972-3064**

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 7511**

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).

**Psychoeducational Assessment Lab**

Psychoed Assess Lab

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

**Advanced lab in the principles of measurement of psychoeducational constructs emphasizing mastery level administration, scoring, and interpretation of psychoeducational measures.**

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?

**PSY 6583; PSY 7513 is a co-requisite.**

* 1. Why or why not?

This course lays the foundation for reliability and validity. These concepts must be understood before application of testing to clients.

1. YES Is this course restricted to a specific major?
	1. If yes, which major? **Restricted to graduate students enrolled in the Ed.S. Psychology & Counseling: School Psychology Track or permission of instructor.**

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

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.

**Lab**

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? 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.)

Summer 2018: in Conjunction with PSY 7513 Psychoeducational Assessment (across both summer sessions).

|  |  |
| --- | --- |
| **Week** | **Topic** |
| **1** | **Assessment Procedures & Ethics: Body Posture, Setting, Room Arrangement, Rapport, Client Issues** |
| **2** | **KTEA (specific assessment measure)** |
| **3** | **WJ (specific assessment measure)** |
| **4** | **WIAT (specific assessment measure)** |
| **5** | **Curriculum Based Evaluation** |
| **6** | **Curriculum Based Evaluation** |
| **7** | **CBM: AIMSWEB/DIBELS/Easy CBM** |
| **8** | **CBM: AIMSWEB/DIBELS/Easy CBM** |
| **9** | **Integrated Report Writing** |
| **10** | **Integrated Report Writing** |

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

**The course will entail individual assessment of volunteer clients (e.g., children, adolescents, adults) using assessment measures designed to assess various psychoeducational constructs (academic achievement, intelligence, etc.). Additionally, report writing, interpretation, and verbal feedback will be taught and assessed.**

19. Department staffing and classroom/lab resources

**Standard classroom and the H.O.W.L Service Center located in the College of Education and Behavioral Science.**

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

**Resources required are currently maintained by the A-State Ed.S. School Psychology Program (test kits). Students will purchase a HIPPA/FERPA compliant video software online program to submit their test administrations for feedback and grading. A graduate assistant who has passed the course, will assist with maintaining test check out/in and assessment of administrations.**

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 (NASP) which accredits our A-State Ed.S. School Psychology Track has 10 Domains of Practice. Domain 1 is Data-Based Decision Making and Accountability-School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate direct interventions, psychological services, and programs. Examples of professional practices include: Using the problem solving framework as the basis for all practices. Systematically collecting data from multiple sources and using ecological factors as the context for all assessment and intervention decisions. Using assessment data to understand students’ problems and to implement evidence-based instructional, mental, and behavioral health services. Using data to analyze progress toward meeting academic and behavioral goals. Evaluating treatment fidelity of student interventions. Evaluating the effectiveness and/or need for modifications to school-based interventions or programs. Conducting reliable and valid assessments which entails proper administration, scoring, interpretation, and report writing for the purpose of identifying student’s eligibility for special education services are critical skills for school psychology graduate students to acquire.  *GOALS*: Students will 1) demonstrate understanding and skills required to conduct reliable and valid psychoeducational assessments for the purpose of identifying student’s eligibility for special education services. 2) use the problem solving framework for comprehensive psychoeducational assessment, report writing, and verbalization of assessment feedback.**

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 assessment lab is not mandated. However, the program is NASP approved and requires data-based decision making with specifics to psycho-educational assessment.**

c. Student population served.

**A-State school psychology graduate students enrolled in the Ed.S. School Psychology Track in the Department of 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 psychology is endorsed by the National Association of School Psychologists is the specialist level. No other assessment professionals in psychology are currently being educated at A-State.**

**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 1 is Data-Based Decision Making and Accountability-School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate direct interventions, psychological services, and programs. Examples of professional practices include: Using the problem solving framework as the basis for all practices. Systematically collecting data from multiple sources and using ecological factors as the context for all assessment and intervention decisions. Using assessment data to understand students’ problems and to implement evidence-based instructional, mental, and behavioral health services. Using data to analyze progress toward meeting academic and behavioral goals. Evaluating treatment fidelity of student interventions. Evaluating the effectiveness and/or need for modifications to school-based interventions or programs. Conducting reliable and valid assessments which entails proper administration, scoring, interpretation, and report writing for the purpose of identifying student’s eligibility for special education services are critical skills for school psychology graduate students to acquire.**

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.*

|  |  |
| --- | --- |
| **Program-Level Outcome 1 (from question #23)** | **Domain 1 is Data-Based Decision Making and Accountability-School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate direct interventions, psychological services, and programs. Examples of professional practices include: Using the problem solving framework as the basis for all practices. Systematically collecting data from multiple sources and using ecological factors as the context for all assessment and intervention decisions. Using assessment data to understand students’ problems and to implement evidence-based instructional, mental, and behavioral health services. Using data to analyze progress toward meeting academic and behavioral goals. Evaluating treatment fidelity of student interventions. Evaluating the effectiveness and/or need for modifications to school-based interventions or programs. Conducting reliable and valid assessments which entails proper administration, scoring, interpretation, and report writing for the purpose of identifying student’s eligibility for special education services are critical skills for school psychology graduate students to acquire.**  |
| Assessment Measure | **School Psychology Practicum Competency Evaluation for Training & Professional Practice**  |
| Assessment Timetable | **Fall and Spring, during PSY 7623, 7643, & 7613 practicums** |
| Who is responsible for assessing and reporting on the results? | **Assess: Practicum Site Supervisor & Instructor. 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?

|  |  |
| --- | --- |
| **Outcome 1** | **The student will administer, score, and interpret assessments of psychoeducational constructs with volunteer clients according to reliable and valid practices.** |
| Which learning activities are responsible for this outcome? | **Administration of specific psychoeducational measures.** |
| Assessment Measure  | **Rubric of performance with audio video recording of skills.**  |

|  |  |
| --- | --- |
| **Outcome 2** | **The student will provide written and verbal feedback about psychoeducational assessments with clients according to reliable and valid practices.** |
| Which learning activities are responsible for this outcome? | **Interpretation, report writing, and verbal feedback.** |
| Assessment Measure  | **Skill and Demeanor Based Rubric** |

**Bulletin Changes**

|  |
| --- |
| **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.* |

Page 329

.

**PSY 7511. Psychoeducational Assessment Lab Advanced lab in the principles of measurement of psychoeducational constructs emphasizing mastery level administration, scoring, and interpretation of psychoeducational measures. Prerequisite, PSY 6583, co-requisite PSY 7513 or permission of instructor.**