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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**

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

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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 3/4/19 Enter date…**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** |
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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**

**870-680-4844**

2. Proposed Starting Term and Bulletin Year

**Fall 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 7623**

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).

**School Psychology Practicum in Applied Settings I**

**Sch Psy Pract App Setting I**

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

**Supervised practice of school psychology in settings such as preschools, child cares, transition programs, and clinical settings.**

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?

**Prerequisites, PSY 7513, permission of the school psychology committee and the instructor.**

* 1. Why or why not?

This course builds on the curriculum from the prerequisite courses.

1. **Yes** Is this course restricted to a specific major?
	1. If yes, which major? **Graduate students enrolled in the Ed.S. School Psychology Track.**

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.

**Practicum**

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?

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: Introduction to course and introduction to the NASP Practice Model**

**Week 2: Informal reading assessment**

**Week 3: Supervision with each student regarding cases**

**Week 4: Informal math assessment**

**Week 5: Supervision with each student regarding cases**

**Week 6: Informal writing assessment**

**Week 7: Supervision with each student regarding cases**

**Week 8: Interventions for reading and writing**

**Week 9: Supervision with each student regarding cases**

**Week 10: Informal spelling and writing interventions**

**Week 11: Supervision with each student regarding cases**

**Week 12: Mathematics interventions**

**Week 13: Supervision with each student regarding cases**

**Week 14: Student presentations**

**Week 15: Student presentations**

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

**None**

19. Department staffing and classroom/lab resources

**None**

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)

* **Our program approval/accrediting body, the National Association of School Psychologists (NASP), has a 2010 standard that our students must obtain 600 clock hours of supervised practicum experiences. We currently only have 300 clock hours of supervised practicum experiences. Additionally, our school psychology graduate students need exposure to academic interventions and consultation that they are currently not receiving. This course sequence will allow us to fulfill these requirements and more fully cover the 10 NASP Domains in school psychology which is required for program approval/accreditation. In addition, NASP requires trainers to provide a minimum of 2 hours of supervision per week for each student. The other practicum course that we have on record provides 1 hour of supervision per week and this new course will provide the second hour.**

**2.1** **Data-Based Decision-Making and Accountability**

School psychologists have knowledge of varied methods of assessment and data collection methods 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 response to services and programs.

**2.2 Consultation and Collaboration**

School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services. 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 consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

**2.3 Interventions and Instructional Support to Develop Academic Skills**

School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence based curriculum and instructional strategies. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

**2.4 Interventions and Mental Health Services to Develop Social and Life Skills**

School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social–emotional functioning and mental health. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

**2.5 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 academic outcomes, learning, social development, and mental 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.

**2.6 Preventive and Responsive Services**

School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

**2.7 Family-School Collaboration Services**

School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop collaboration between families and schools. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.

**2.8 Diversity in Development and Learning**

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.

**2.9 Research and Program Evaluation**

School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings. School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems level.

**2.10 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.

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.

 **As stated previously, our program approval/accrediting body, NASP requires that school psychology graduate students have 600 hours of supervised school psychology practicum experience and currently we only offer 300 hours of supervised school psychology practicum experiences. In addition, the school psychology practicum placements that we currently have do not afford our students to gain experience in all 10 NASP Domains of Training and Practice. By offering this course, we can have school psychology graduate students placed in additional applied settings to allow them to have a wider range of experiences in consultation, academic and social/emotional assessment and interventions. We can also provide more required supervision to these students**.

c. Student population served.

**Graduate students enrolled in the Ed.S. School Psychology Track in the Department of Psychology and Counseling.**

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

**Graduate as it has several perquisite courses before a student can practice their skills with school aged populations.**

**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?

**2.1** **Data-Based Decision-Making and Accountability**

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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)** | * **NASP Domains #1-10 (see above)**
 |
| Assessment Measure | **School Psychology Practicum Competency Evaluation for Training & Professional Practice**  |
| Assessment Timetable | **Fall during practicum** |
| 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)*

|  |  |
| --- | --- |
| **Program-Level Outcome 2 (from question #23)** | * **Program graduates will be competent in using direct academic assessment procedures (e.g., CBM, DIBELS, AIMSweb).**
 |
| Assessment Measure | **Progress monitoring (formative) and pre-post assessments (summative).**  |
| Assessment Timetable | **Throughout every semester using progress monitoring.**  |
| Who is responsible for assessing and reporting on the results? | **Instructor**  |

 *(Repeat if this new course will support additional program-level outcomes)*

|  |  |
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| **Program-Level Outcome 3 (from question #23)** | * **Program graduates will be able to consult with parents, teachers, administrators, counselors, other school personnel, and outside professionals concerning students’ academic, social, and emotional functioning; and work collaboratively with these constituent groups to accomplished academic, social, and emotional goals for students.**
 |
| Assessment Measure | **Progress monitoring (formative) and summative ratings from supervisors.**  |
| Assessment Timetable | **Throughout every semester using progress monitoring.**  |
| Who is responsible for assessing and reporting on the results? | **Instructor** |

 *(Repeat if this new course will support additional program-level outcomes)*

|  |  |
| --- | --- |
| **Program-Level Outcome 4 (from question #23)** | * Program graduates will be able to properly conduct authentic assessments of student academic progress such as curriculum-based assessments and measurements and also link this data to the development of instructional interventions.
 |
| Assessment Measure | **Progress monitoring (formative) and summative ratings from supervisors.**  |
| Assessment Timetable | **Throughout every semester using progress monitoring.**  |
| Who is responsible for assessing and reporting on the results? | **Instructor** |

 *(Repeat if this new course will support additional program-level outcomes)*

|  |  |
| --- | --- |
| **Program-Level Outcome 5 (from question #23)** | * **Program graduates will be able to develop direct and indirect interventions using ecological and behavioral change approaches that are effective for students with social and emotional difficulties, and assist others in implementing and evaluating these interventions.**
 |
| Assessment Measure | **Progress monitoring (formative) and summative ratings from supervisors.**  |
| Assessment Timetable | **Throughout every semester using progress monitoring.**  |
| Who is responsible for assessing and reporting on the results? | **Instructor** |

|  |  |
| --- | --- |
| **Program-Level Outcome 6 (from question #23)** | * **Program graduates will be able to develop effective empirically-based instructional methods and academic interventions and collaborate with others to implement and evaluate these methods and interventions.**
 |
| Assessment Measure | **Progress monitoring (formative) and pre-post assessments (summative).**  |
| Assessment Timetable | **Throughout every semester using progress monitoring.**  |
| Who is responsible for assessing and reporting on the results? | **Trained peer mentors, instructor, and staff.**  |
| **Program-Level Outcome 7 (from question #23)** | * Program graduates will be able to assess the acceptability, integrity and effectiveness of cognitive/academic interventions.
 |
| Assessment Measure | Progress monitoring (formative) and summative ratings from supervisors  |
| Assessment Timetable | Throughout every semester using progress monitoring.  |
| Who is responsible for assessing and reporting on the results? | Faculty |

 **Course-Level Outcomes**

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

|  |  |
| --- | --- |
| **Outcome 1** | * **Program graduates will demonstrate fluency in the problem-solving process.**
 |
| Which learning activities are responsible for this outcome? | * **Modeling**
* **1 on 1 supervision**
* **Small Group supervision**
* **Readings**
* **Practice**
 |
| Assessment Measure  | **Case Studies and supervisor ratings.** |

|  |  |
| --- | --- |
| **Outcome 2** | * **Program graduates will be competent in using direct academic assessment procedures (e.g., CBM, DIBELS).**
 |
| Which learning activities are responsible for this outcome? | * **Modeling**
* **1 on 1 supervision**
* **Small Group supervision**
* **Readings**
* **Practice**
 |
| Assessment Measure  | **Observations, case studies and supervisor ratings.**  |

|  |  |
| --- | --- |
| **Outcome 3** | * **Program graduates will be able to consult with parents, teachers, administrators, counselors, other school personnel, and outside professionals concerning students’ academic, social, and emotional functioning; and work collaboratively with these constituent groups to accomplished academic, social, and emotional goals for students.**
 |
| Assessment Measure  | **Rubrics, case studies, and supervisor ratings.**  |
| **Outcome 4** | * **Program graduates will be able to properly conduct authentic assessments of student academic progress such as curriculum-based assessments and measurements and also link this data to the development of instructional interventions.**
 |
| Which learning activities are responsible for this outcome? | * **Modeling**
* **1 on 1 supervision**
* **Small Group supervision**
* **Readings**
* **Practice**
 |
| Assessment Measure  | **Rubrics, case studies, and supervisor ratings.** |

|  |  |
| --- | --- |
| **Outcome 5** | * **Program graduates will be able to develop direct and indirect interventions using ecological and behavioral change approaches that are effective for students with social and emotional difficulties, and assist others in implementing and evaluating these interventions.**
 |
| Which learning activities are responsible for this outcome? | * **Modeling**
* **1 on 1 supervision**
* **Small Group supervision**
* **Readings**
* **Practice**
 |
| Assessment Measure  | **Rubrics, case studies, and supervisor ratings.** |

|  |  |
| --- | --- |
| **Outcome 6** | * **Program graduates will be able to develop effective empirically-based instructional methods and academic interventions and collaborate with others to implement and evaluate these methods and interventions.**
 |
| Which learning activities are responsible for this outcome? | * **Modeling**
* **1 on 1 supervision**
* **Small Group supervision**
* **Readings**
* **Practice**
 |
| Assessment Measure  | **Rubrics, case studies, and supervisor ratings.** |

|  |  |
| --- | --- |
| **Outcome 7** | * **Program graduates will be able to assess the acceptability, integrity and effectiveness of cognitive/academic interventions.**
 |
| Which learning activities are responsible for this outcome? | * **Modeling**
* **1 on 1 supervision**
* **Small Group supervision**
* **Readings**
* **Practice**
 |
| Assessment Measure  | **Progress monitoring and summative assessments.**  |

**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 7623. School Psychology Practicum in Applied Settings I Supervised practice of school psychology in an settings such as preschools, child cares, transition programs, and clinical settings. Prerequisites, PSY 7513, permission of the school psychology committee and the instructor.**