

REQUEST TO COLLEGE CURRICULUM COMMITTEE FOR CURRICULAR IMPROVEMENTS

DEPARTMENT: SPLS PROPOSED EFFECTIVE SEMESTER: Fall 2016 COLLEGE: CEHD

PROPOSED IMPROVEMENTS

Academic Program

- New degree*
- New major*
- New curriculum*
- New concentration*
- New certificate
- New minor
- Revised major
- Revised minor
- Admission requirements
- Graduation requirements
- Deletion Transfer
- Other (explain**)

Substantive Course Changes

- New course
- Pre or Co-requisites
- Deletion (required by others)
- Course #, different level
- Credit hours
- Enrollment restriction
- Course-level restriction
- Prefix Title and description
(attach current & proposed)
- General education (select one)
Not Applicable
- Other (explain**)

Misc. Course Changes

- Title
- Description (attach current & proposed)
- Deletion (not required by others)
- Course #, same level
- Variable credit
- Credit/no credit
- Cross-listing
- COGE reapproval
- Other (explain**)

**** Other:**

Title of degree, curriculum, major, minor, concentration, or certificate: Educational Specialist Degree in School Psychology

Existing course prefix and #: Proposed course prefix and #: SPSY 6110 Credit hours: 3

Existing course title: NONE

Proposed course title: School Organization and the Role of the School Psychologist

Existing course prerequisite & co-requisite(s):

Proposed course prerequisite(s) Admission to the program.

If there are multiple prerequisites, connect with "and" or "or". To remove prerequisites, enter "none."

Proposed course co-requisite(s)

If there are multiple corequisites, they are always joined by "and."

Proposed course prerequisite(s) that can also be taken concurrently:

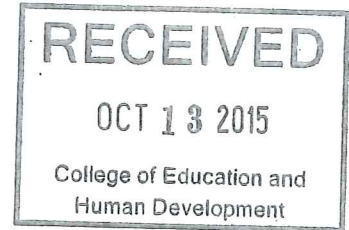
Is there a minimum grade for the prerequisites or corequisites?

The default grades are D for undergraduates and C for graduates.

Major/minor or classification restrictions:

List the Banner 4 character codes and whether they should be included or excluded.

For 5000 level prerequisites & corequisites: Do these apply to: (circle one) undergraduates graduates both



Specifications for University Schedule of Classes:

a. Course title (maximum of 30 spaces): School Org & SchPsy

b. Multi-topic course: No Yes

c. Repeatable for credit: No Yes

d. Mandatory credit/no credit: No Yes

e. Type of class and contact hours per week (check type and indicate hours as appropriate)

- 1. Lecture
- 2. Lab or discussion
- 3. Lecture/lab/discussion
- 4. Seminar or studio 3
- 5. Independent study
- 6. Supervision or practicum

CIP Code (Registrar's use only):

Chair/Director

[Signature]

Date

12/13/15

Chair, College Curriculum Committee

[Signature]

Date

10-27-15

Dean

Mar K Velters

Date: *11-14-15* Graduate Dean:

Date

Curriculum Manager: Return to dean Date

Forward to:

Date

Chair, COGE/ PEB / FS President

Date

FOR PROPOSALS REQUIRING GSC/USC REVIEW:

* Approve Disapprove

Chair, GSC/USC

Date

* Approve Disapprove

Provost

Date

1. Explain briefly and clearly the proposed improvement.

We request to create a new course, SPSY 6110: School Organization & the Role of the School Psychologist. Please see the attached course catalog description and draft syllabus.

2. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.)

The preparation standards of the National School Psychologists (NASP) requires that students have coursework relating to K-12 schools as systems as well as the role and function of school psychologists. This course was developed to meet those standards.

3. Effect on other colleges, departments or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution. Demonstrate that the program you propose is not a duplication of an existing one.

None

4. Effect on your department's programs. Show how the proposed change fits with other departmental offerings.

This course is a required course for our proposed Ed.S. degree in school psychology.

5. Effects on enrolled students: Are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time. If a required course will be offered during summer only, provide a rationale.

No students are currently enrolled. This course would be offered during the academic year as one of the initial courses in the school psychology program.

6. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?

All students in the new Educational Specialist degree in School Psychology will complete this course. Enrollment will be limited to students admitted to the school psychology program. The estimated enrollment is 10-15 students per academic year.

7. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? How often will course(s) be offered? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.)

Two new tenure-track faculty members are required to offer the Ed.S.-preparation program. Each will hold a joint appointment in the Department of Psychology and in the Department of Special Education and Literacy Studies; one person will have a primary appointment in Psychology, the other in Special Education and Literacy Studies. Funds to support these hires for an initial two-year period will be provided by a Michigan DHHS grant and WMU administrators have agreed to support the positions in subsequent years. Office space for the new faculty hires is available in Sangren Hall in the SPLS office suite and they will receive a standard start-up package of supplies and equipment. The WMU library system currently has adequate holdings in psychology, behavior analysis, special education, and school psychology to address the requirements of the program.

This course will be offered once per year.

8. General education criteria. For a general education course, indicate how this course will meet the criteria for the area or proficiency. (See the General Education Policy for descriptions of each area and proficiency and the criteria. Attach additional pages as necessary. Attach a syllabus if (a) proposing a new course, (b) requesting certification for baccalaureate-level writing, or (c) requesting reapproval of an existing course.) NA
9. List the learning outcomes for the proposed course or the revised or proposed major, minor, or concentration. These are the outcomes that the department will use for future assessments of the course or program.

Objectives of the Course

The goal of this course is to establish a foundation of knowledge and skills relevant to the practice of school psychology. Students will meet the goal of this course by demonstrating competence in the following objectives:

- **Communicate knowledge of the history of school psychology, current practice standards, and trends for the future.**
 - **State the principles of the Individuals with Disabilities Act (IDEA)**
 - **Acquire comprehensive knowledge about the role of the school psychologist in educational and clinical settings.**
 - **Become familiar with the direct and indirect services that school psychologists provide.**
 - **Understand the workings of general education, special education, and related services within a school setting.**
 - **Understand the intervention and evaluation process that operates in the public schools, the use of data in this process, and how a school psychologist fits into a school-based team.**
 - **Learn and apply codes of professional conduct, ethical principles, and laws that guide and govern the practice of school psychology.**
 - **Become familiar with training standards and knowledgeable of the requirements necessary to obtain state certification to practice school psychology, as well as license to practice independently.**
 - **Be knowledgeable of the technologies available to the practice of school psychology.**
 - **Enhance understanding of and respect for individual differences in diverse communities.**
 - **Develop foundations of professional identity as a psychologist.**
 - **Understand how to access research that informs practice through exploration of professional literature.**
10. Describe how this curriculum change is a response to assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities.
As indicated previously, there are shortages of school psychologists to meet the needs of students in Michigan. The Ed.S program in school psychology has been developed by faculty at WMU in the Departments of Special Education & Literacy Studies and Psychology, and funded by the Michigan Department of Health and Human Services to meet a need in our state and to attract new graduate students to Western Michigan University.
 11. (Undergraduate proposals only) Describe, in detail, how this curriculum change affects transfer articulation for Michigan community colleges. For course changes, include detail on necessary changes to transfer articulation from Michigan community college courses. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section. NA

Proposed Catalog Copy

SPSY 6110: School Organization and the Role of the School Psychologist

Course Description

This three credit-hour course is designed to examine the school as a system; provide an overview of the history and development of school psychology and special education; traditional and emerging roles of the school psychologist; direct and indirect service delivery; standards of practice, codes of conduct and ethical decision making; laws and legal issues that influence the practice of school psychology and special education; and applications of research to practice. The content of this course is directly linked to professional activities of the school psychologist in educational, clinical, and research settings.

Prerequisites/Corequisites: Admission to school psychology degree program.

Credits: 3 hours

Notes: Open to Graduate students only.

**Department of Special Education & Literacy Studies
School Psychology Program**

SYLLABUS

Course Title:

SPSY 6110: School Organization and the Role of the School Psychologist

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Goals and Objectives

The goal of this course is to establish a foundation of knowledge and skills relevant to the practice of school psychology. Students will meet the goal of this course by demonstrating competence in the following objectives:

- Communicate knowledge of the history of school psychology, current practice standards, and trends for the future.
- State the principles of the Individuals with Disabilities Act (IDEA)
- Acquire comprehensive knowledge about the role of the school psychologist in educational and clinical settings.
- Become familiar with the direct and indirect services that school psychologists provide.
- Understand the workings of general education, special education, and related services within a school setting.
- Understand the intervention and evaluation process that operates in the public schools, the use of data in this process, and how a school psychologist fits into a school-based team.
- Learn and apply codes of professional conduct, ethical principles, and laws that guide and govern the practice of school psychology.
- Become familiar with training standards and knowledgeable of the requirements necessary to obtain state certification to practice school psychology, as well as license to practice independently.
- Be knowledgeable of the technologies available to the practice of school psychology.
- Enhance understanding of and respect for individual differences in diverse communities.
- Develop foundations of professional identity as a psychologist.
- Understand how to access research that informs practice through exploration of professional literature.

Textbooks

Jacob, S., Decker, D.M., & Hartshorne, T.S. (2011). Ethics and law for school psychologists (6th ed.). Hoboken, NJ: John Wiley & Sons, Inc.

Merrell, K.W., Ervin, R.A., & Peacock, G.G. (2012). School psychology for the 21st century: foundations and practices. New York, NY: The Guilford Press.

Supplemental Reading Materials

In addition to the texts above, students are expected to complete readings that are posted on E-Learning. The syllabus, course materials, citations, and web links for resources referenced in class are also posted on E-Learning.

Instructional Methods

This course uses a variety of instructional methods, including instructor presentations, group discussions, writing assignments, student presentations, and in vivo experiences. These instructional methods emphasize critical thinking, self evaluation, and collaborative discussions intended to provide reflective analysis.

Requirements and Assessment

The requirements of this course are designed to build and enhance competence in core skills that are routinely used by school psychologists. Students are expected to fulfill the following requirements and to demonstrate attainment of the stated goals and objectives of this course.

General requirements:

- Attend all classes.
- Come to class prepared, having read assigned material and completed any assignments due.
- Actively participate in class activities and discussions. This will prepare you for your role as team leaders, facilitators, presenters, and experts. You will become accustomed to organizing your thoughts, planning responses, and speaking eloquently and succinctly.
- Complete written assignments and submit by stated deadlines.

Specific requirements:

- **Reaction Bullets:** Each week students will submit four bulleted points regarding the readings (approximately two pages, double spaced). This activity encourages students to reflect on the readings, think broadly about the field of school psychology, and to develop their professional identity. Use one bullet point to address each of the following: 1) reflect on something you've learned from the readings or a new insight, 2) relate the readings to prior knowledge and/or experiences, 3) identify issues for the practice of psychology or, ideally, for YOUR future practice, and 4) pose a question to the class for discussion regarding the readings. **BE PREPARED TO SHARE** as time will be allotted in class.
- **Journal Club:** School psychologists are life-long learners and must stay abreast of trends, updates, and changes in the field. Research informs our practice. Students will choose an article from a peer reviewed journal prominent in the field (such as School Psychology Review, Journal of School Psychology, School Psychology Quarterly, Psychology in the Schools) and

briefly summarize and critically review the article, considering its implications for the field of school psychology and education, and the daily practice of our discipline. The topic of the article should reflect the content of assigned reading on the same due date. Students must email the article to the instructor, turn in their summary and critique (approximately three pages, double spaced), and present their work to the class (approximately ten minute presentation).

- **Shadow a school psychologist:** Students will shadow a practicing school psychologist for the day. Observe direct or indirect services provided by the psychologist. Conduct a semi-structured interview with the psychologist (basic questions will be provided, but students are encouraged to develop their own as well). Learn about the role and function of the psychologist in the school(s) he/she serves, what roles or service delivery modalities are preferred, limits or challenges to the job, and interaction with administration and other school staff (teachers, department chairs, social workers, etc.). Prepare a written summary of activities observed, and include your perspective/reaction to what you observed. What skills did the psychologist possess/use during the activities you observed, and what skills do you have or need to improve upon to do the job of a school psychologist? Was the day what you thought it would be like? (approximately five pages, double spaced)
- **Ethics Case Presentation and Class Discussion:** Students will demonstrate understanding of ethics/codes of conduct and problem-solving skills with the presentation of an ethics case. This activity mimics the process that school psychologists face on a daily basis regarding ethical dilemmas. A case vignette will be provided by the instructor. Grade will be determined by the student's demonstrated skill to explain the ethical dilemma clearly, listen, adapt, and embrace any ambiguity involved in the processing of the case, lead and facilitate class discussion, and come to a resolution and course of action.
- **Paper and Presentation:** Students will complete a 15-20 page paper (including title page and references), APA style, on a current topic in the field that is directly related to one of the ten domains of competence detailed in the NASP Practice Standards. This is a broad document with plenty to choose from; please meet with the instructor a few weeks ahead of time to ensure that your paper and presentation cover the appropriate breadth and depth of topic. The paper should include a synopsis of the literature on your topic as well as relevance/implications to the practice of school psychology. A 20-30 minute power point presentation will be made regarding key points in your paper. The class will submit feedback on the presentation using a provided rubric.
- **Mid-term and Final Exam:** Two exams will be administered. These may consist of a combination of multiple choice, short answer, and essay.

Grading

- **Attendance and Participation:** 5 points
- **Reaction Bullets:** 10 points
- **Journal Club:** 10 points

- **Shadowing and written summary:** 10 points
- **Ethics Case Presentation:** 10 points
- **NASP Practice Standards Paper and Presentation:** 15 points
- **Mid-term:** 20 points
- **Final:** 20 points

Additional Readings found on E-Learning

- Ball, C. & Christ, T. (2012). Supporting valid decision making: uses and misuses of assessment data within the context of RtI. *Psychology in the Schools*, 49 (3), 231-244.
- Dailor, N.A. & Jacob, S. (2011). Ethically challenging situations reported by school psychologists: implications for training. *Psychology in the Schools* 48 (6), 619-631.
- Epstein, J. (2010). School/Family/Community Partnerships: Caring for the children we share. *Phi Delta Kappan*, 92 (3) 81-96.
- Fagan, T.K., & Wise, P.S. (2007). *School psychology: Past, present, and future* (3rd ed.). Bethesda, MD: National Association of School Psychologists.
- Felix, E. & Furlong, M. (2008). Best practices in bullying prevention. In Thomas, A. & Grimes, J. (Eds). *Best Practices in School Psychology*, V. 1279-1290. Bethesda, MD: NASP.
- Goforth, A. & Hayter, C. (2010). Ethical dilemmas during training: students' perspectives. *NASP Communique*, 38 (7), 35.
- Gresham, F. M., Watson, T.S., & Skinner, C.H. (2001). Functional behavioral assessment: principles, procedures and future directions. *School Psychology Review*, 30 (2), 156-172.
- Jones, R., Yssel, N. & Grant, C. (2012). Reading instruction in tier 1: bridging the gaps by nesting evidence-based interventions within differentiated instruction. *Psychology in the Schools*, 49 (3), 210-218.
- Keenan, J.C. & Tobin, R.M. (2008). Best practices in group counseling. In Thomas, A. & Grimes, J. (Eds). *Best Practices in School Psychology*, V. 1505-1516. Bethesda, MD: NASP.
- Kouvel, J. (2008). Creating a school-wide positive behavior program: an intern's systems-level change project. *NASP Communique*, 37 (3).
- Kratochwill, T. & Shernoff, E.S. (2004). Evidence-based practice: promoting evidence-based interventions in school psychology. *School Psychology Review*, 33 (1), 34-48.

- Lay, M. (2011). Securing a place at the table: school psychologists as educational leaders. *NASP Communique*, 39 (3), 12.
- Lieberman, R., Poland, S. & Cowan, K. (2006). Suicide prevention and intervention. Retrieved from: <http://www.nasponline.org/resources/principals/Suicide%20Intervention%20in%20Secondary%20Schools%20NASSP%20Oct%202006.pdf>
- Lilienfeld, S., Ammarati, R., & David, M. (2012). Distinguishing science from pseudoscience in school psychology: science and scientific thinking as safeguards against human error. *Journal of School Psychology*, 50, 7-36.
- McGraw, K. & Koonce, D. A. (2011). Role of the school psychologist: orchestrating the continuum of school-wide positive behavioral support. *NASP Communique*, 39 (8), 4-8.
- McIntosh, K., Martinez, R. & McClain, M. (2013). Scientific research in school psychology: leading researchers weigh in on its past, present, and future. *Journal of School Psychology*, 51, 267-318.
- Minke, K. (2000) Preventing school problems and promoting school success through family-school-community collaboration. *Preventing school problems – promoting school success: strategies and programs that work*. Bethesda, MD: NASP. Retrieved from: <http://www.nasponline.org/resources/intonline/10-Minke.pdf>
- Murphy, J. (2008). Best practices in conducting brief counseling with students. In Thomas, A. & Grimes, J. (Eds). *Best Practices in School Psychology*, V. 1429-1458. Bethesda, MD: NASP.
- National Association of School Psychologists. (2005). Prevention and intervention research in the schools (Position Statement). Bethesda, MD: Author.
- National Association of School Psychologists (2006a). Social/emotional development: school based mental health services and school psychologists. Bethesda, MD: Author.
- National Association of School Psychologists (2006b). The role of the school psychologist in the RTI process (Position Statement). Bethesda, MD: Author.
- National Association of School Psychologists. (2008). The importance of school mental health services (Position Statement). Bethesda, MD: Author.
- National Association of School Psychologists (2009a). Advocating for school psychologists in response to the APA's proposed model act for state licensure of psychologists. *NASP Communique*, 37 (7) 1.
- National Association of School Psychologists (2009b). Appropriate academic supports to meet the needs of all students (Position Statement). Bethesda MD: Author.

- National Association of School Psychologists (2010). Model for comprehensive and integrated school psychological services. *School Psychology Review*, 39 (2), 320-333.
- National Association of School Psychologists. (2011). Lesbian, gay, bisexual, transgender, and questioning (LGBTQ) youth (Position Statement). Bethesda, MD: Author.
- Reiser, D., Cowan, K., Skalski, S., & Klotz, M.B. (2010). A more valuable resource. Retrieved from http://www.nasponline.org/resources/principals/School_Psychologists_Nov10_NASSP.PDF
- Ringisen, H., Henderson, K., & Hoagwood, K., (2003) Context matters: schools and the research to practice gap in children's mental health. *School Psychology Review*, 32 (2), 153-168.
- Rossen, E. (2011). NASP practice model: examples from the field. *NASP Communique*, 39 (8), 16-18.
- Sheridan, S. & Cowan, R. (2004). Consultation with school personnel. *Educational Psychology Papers and Publications*, paper 32, 599-616.
- Sheridan, S. & D'Amato, R.C. (2003). Partnering to chart our futures: School Psychology Review and School Psychology Quarterly combined issue on the multisite conference on the future of school psychology. *School Psychology Quarterly*, 18 (4), 352-357.
- Sullivan, A.L. (2010). Preventing Disproportionality: A Framework for Culturally Responsive Assessment. *NASP Communique*, 39 (3).