

REQUEST TO COLLEGE CURRICULUM COMMITTEE FOR CURRICULAR IMPROVEMENTS

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

PROPOSED IMPROVEMENTS

Academic Program

- 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

- 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
General education (select one)
Other (explain**)

Misc. Course Changes

- 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 6223 Credit hours: 3

Existing course title: NONE

Proposed course title: Intensive Academic Interventions

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): Intensive Academic Interventions

b. Multi-topic course: x No Yes

c. Repeatable for credit: x No Yes

d. Mandatory credit/no credit: x 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.x 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 10/13/15

Chair, College Curriculum Committee [Signature] Date 10-

Dean [Signature] Date: 11-1-15 Graduate Dean: Date

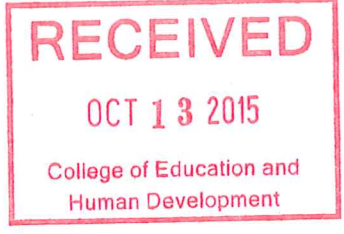
Curriculum Manager: Return to dean Date Forward to: Date

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 6223: Intensive Academic Interventions. 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 assessment and intervention of academic skills problems of K-12 learners. 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.

Course Objectives:

Students will demonstrate knowledge of:

1. The theory, research and practice of major approaches to improving the academic functioning of children and adolescents with an emphasis on direct and explicit instruction
2. Issues related to design of evidence-based interventions
3. Issues related to school-based implementation and effective service delivery in school settings
4. Multicultural, ethical, and legal considerations

Students will demonstrate skill in:

1. Using curriculum-based measurement to identify academic target areas
2. Selecting or designing an intervention or program appropriate for the child/adolescent academic need
3. Implementing the intervention with attention to school organizational issues
4. Progress monitoring using CBM to evaluate the effectiveness of the intervention(s)
5. Collaborating with teachers or child assistance team members in ongoing data-based decision making

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 6223: Intensive Academic Interventions

Course Description

This three-credit course is designed to provide students with knowledge and skills necessary to becoming effective problem solvers in relation to academic issues of K-12 students who are at risk for learning difficulties or who have identified disabilities. This course provides an overview of academic interventions and programs designed to improve educational outcomes for children and adolescents. Evidence-based interventions will be emphasized with an emphasis on direct and explicit instruction. Service delivery at the individual and group levels will be addressed. Implementation issues specific to school will be examined

Prerequisites/Corequisites: Admission to school psychology degree program.

Credits: 3 hours

Western Michigan University

SPSY 6223: Intensive Academic Interventions

Instructor:

Phone:

Email:

Course Meeting Times and Location:

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Required Materials:

Carnine, D., Silbert, J., Kame'enui, E.J., Tarver, S.G., & Jungjohann, K. (2006). *Teaching Struggling and At-Risk Readers: A Direct Instruction Approach*. Upper Saddle River, NJ: Pearson.

Shapiro, E.S., (2010). *Academic Skills Problems: Direct Assessment & Intervention*. (4th Ed.). New York: Guilford Press.

Shapiro, E.S., (2010). *Academic Skills Problems Workbook*. (4th Ed.). New York: Guilford Press.

Journal Articles found on WMU E-learning through library E-reserves.

Course Requirements:

1. Class attendance and participation.
2. Implementation of an evidence-based practice or program at the individual, group, school building, or district level. (Work completed in SPSY 6300 Practicum).
3. Written case assessment and intervention goals (reason for referral or request; background information; information from observations, interviews, self-report scales, teacher ratings, other; summary of problem areas; data from curriculum-based measurement and measurement of permanent products (work samples); rationale for intervention; intervention goals and procedures).
4. Presentation of intervention case assessment and goals in class.
5. Review of tape of intervention session/detailed session description in class.
6. Written case study of the intervention implementation (APA style; sections should include: literature review; review of evaluation; rationale for the intervention; description of the intervention; evaluation of the intervention; discussion).
7. Presentation of case study.
8. Group presentations and handouts on additional topics related to intensive academic interventions.