

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
General education (select one)
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 6300 Credit hours: 1-3

Existing course title: NONE

Proposed course title: School Psychology Practicum

Existing course prerequisite & co-requisite(s):

Proposed course prerequisite(s) Admission to the school psychology 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 Psych Internship

b. Multi-topic course: x No Yes

c. Repeatable for credit: No x Yes

d. Mandatory credit/no credit: No x Yes

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

- Lecture
Lab or discussion
Lecture/lab/discussion
Seminar or studio
Independent study
Supervision or practicum

CIP Code (Registrar's use only):

Chair/Director

[Handwritten signature]

Date

10/13/15

Chair, College Curriculum Committee

[Handwritten signature]

Date

10-27-15

Dean

[Handwritten 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 field experience with monthly seminar, SPSY 6300: School Psychology Practicum. 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) and the Michigan Department of Education (MDE) requires that students complete a minimum 600-hours of pre-internship experience in preK-12 settings. These field experiences were developed, in partial fulfillment, of those standards. (Note: 400 clock hours will be completed during the SPSY 6300 practicum and 200 clock hours will be completed in the PSY 5990 practicum sequence in this joint program.)**

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 two-semester field experience and seminar. 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 twice per year (students are expected to take the course during Fall and Spring Semesters).**

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.

**The overall goals for the practicum experience are for the school psychology student to integrate knowledge and skills in school psychological practice, and to demonstrate competence in working with diverse students, families, and school staff to produce meaningful outcomes for preK-12 learners. The following objectives will lead to the accomplishment of these goals:**

- 1. Effectively utilize a variety of assessment procedures, including direct observations, structured interviews, rating scales, curriculum-based measures, and norm-referenced tests to identify student or classroom targets for change.**
- 2. Design interventions, founded upon behavior analytic principles and evidence-based practices, to address the needs of preK-12 learners.**
- 3. Engage in ongoing progress monitoring and data-based decision making to evaluate the effectiveness of interventions, and modify if necessary.**
- 4. Collaborate with school staff members, parents, and students in the identification of problems, and the selection, implementation, and evaluation of interventions.**
- 5. Produce clear and precise written reports and case summaries for consumers of school psychological services.**

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 and behavior analysts 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 6300: School Psychology Practicum**

#### **Course Description**

**SPSY is a two-course practicum sequence. The course will provide students with supervised field-based experiences in school psychology. Group supervision and seminar will take place during scheduled class time. Relevant research from evidence-based practices and case conceptualization will be applied to school-based cases presented during group supervision. Each student will gain experience with a wide variety of exceptional children, including children from the early childhood to secondary school levels. The practicum is an integrative experience as the student will blend theory and practical skills in working with diverse students, parents, and school professionals.**

**Prerequisites/Corequisites:** Admission to the School Psychology Program.

**Credits:** Variable credit from 1-3 hours

## Western Michigan University

### SPSY 6300: School Psychology Practicum

Instructor:

Email:

Phone:

Course Times and Locations:

Office Hours:

Course description:

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#### **Course Objectives:**

The overall goals for the practicum experience are for the school psychology student to integrate knowledge and skills in school psychological practice, and to demonstrate competence in working with diverse students, families, and school staff to produce meaningful outcomes for preK-12 learners. The following objectives will lead to the accomplishment of these goals:

1. Effectively utilize a variety of assessment procedures, including direct observations, structured interviews, rating scales, curriculum-based measures, and norm-referenced tests to identify student or classroom targets for change.
2. Design interventions, founded upon behavior analytic principles and evidence-based practices, to address the needs of preK-12 learners.
3. Engage in ongoing progress monitoring and data-based decision making to evaluate the effectiveness of interventions, and modify if necessary.
4. Collaborate with school staff members, parents, and students in the identification of problems, and the selection, implementation, and evaluation of interventions.
5. Produce clear and precise written reports and case summaries for consumers of school psychological services.

## **Required Materials:**

Select articles will be available on E-learning through WMU E-reserves.

## **Course Requirements**

### **Class participation**

Class time will be broken into two sections. The first half will involve group supervision and case presentations. The second half of the class will be devoted to discussions of weekly readings and assignments. Students are expected to be prepared to discuss the readings in class. Each student will be required to present and facilitate discussion on one topic. Topics and selections will be made early in the semester.

High quality participation includes regular attendance and integration of what we have read, discussed and experienced without being cued by the instructor. Examples include critical questioning of the readings, interested and engaged demeanor, relating current reading to previous reading in this or other courses, and actively assisting in problem solving on cases.

Each student will prepare and present to the class information about a school or childrelated topic of his/her choosing and lead a class discussion with questions about the topic, ethical issues, or relevant scenarios. For the presentation, the student will prepare a handout of key information or PowerPoint slides with references. Each student is expected to read 3-4 relevant articles in preparation for the presentation and choose one article for the rest of the class to read. Reading assignments must be prepared at least one week in advance of the student's presentation. The presentation should be about one hour long.

### **Field Sites**

A minimum of 15 hours per week is required at the practicum site. The practicum placement will follow the University calendar. This means it is important to get started at your site the first week of classes! Each student will keep an ongoing electronic field log of all practicum activities. These logs will be turned in bi-weekly, electronically through the E-Learning website, and kept by the University supervisor. Students should maintain a copy of all completed log forms in a portfolio, which should include de-identified case notes and relevant documentation, qualitative logs, and supervision notes. Students should bring these to class. Each semester a minimum of two hundred clock hours of documented on-site experience are required to successfully pass practicum.

### **Supervision**

Site-based supervision: 2 hours per week (1 hour individual supervision at minimum, 1 hour may be group supervision)

Group supervision with university supervisor: 2 hours per week

Individual supervision with university supervisor: As needed

### **Case presentations**

Attendance and participation at weekly university group supervision is required. Each student will be required to make a case presentation. These case presentations will include case conceptualization based on background information, referral question, assessment plan, and any data that have been gathered. Each case should be succinctly presented and include the relevant background data, assessment data you have collected, a plan of action, and an evaluation of the outcome of the intervention(s). Dates for case presentations will be determined early in the semester.

Written psychological reports Each student will turn in two psychological reports to the university supervisor for evaluation and critique. A rubric will be provided to delineate the expectations for the content and quality of psychological reports. A draft of the first report should be turned in for critique on or before the class meeting on October XX (Report #1 draft). After receiving feedback on the draft report, the revision of the first report should be turned in on November XX (Report #1 revised). Only the final report will be graded. The final draft of the second report is due on December XX (Report #2). You will receive grades for each report. Each report should reflect your best work, although improvements in the second report will be considered when computing the final grade for reports.

The reports will be completed on different children at your practicum site. Initial and reevaluations are acceptable.. Students should adhere to the policies of the site regarding report writing. Consideration will be given to the report requirements from your practicum site, but for University purposes each report may contain an educational diagnosis. You must demonstrate that you are capable of producing a high quality psychoeducational report regardless of the format used by your practicum placement. Reports must have identifying student information removed. Reports should not be submitted via email. Reports may only be submitted via E-learning or in hard copy.