

REQUEST TO COLLEGE CURRICULUM COMMITTEE FOR CURRICULAR IMPROVEMENTS

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

PROPOSED IMPROVEMENTS

Academic Program

- Academic Program checkboxes: 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 checkboxes: 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 checkboxes: 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 7115 Credit hours: 3

Existing course title: NONE

Proposed course title: Capstone in School Psychology

Existing course prerequisite & co-requisite(s):

Proposed course prerequisite(s) Completion of 45 credits in the school psychology degree 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): Capstone School Psychology

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)

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

CIP Code (Registrar's use only):

Chair/Director

Signature of Chair/Director

Date

10/13/15

Chair, College Curriculum Committee

Signature of Chair, College Curriculum Committee

Date

10-27-15

Dean Date: 11-1-15 Graduate Dean:

Signature of 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 7115: Capstone in School Psychology. This course will serve as a culminating activity for students prior to internship and is needed to support the new Educational Specialist degree in School Psychology. 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 purpose of the Ed.S degree in school psychology is to prepare candidates as scientist-practitioners. In addition, the credentialing requirements of the National Association of School Psychologists (NASP) emphasize that students are well prepared in areas of data-based decision making, program evaluation, and evidence-based practices. This capstone experience will provide candidates with an opportunity to complete a culminating experience that solidifies their skills as a scientist-practitioner and prepares them for their final field experience and careers as school psychologists. Many programs in Michigan and throughout the US offer a capstone experience as a culminating activity.**

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 capstone experience is similar to the capstone course, SPED 7115, in the Master of Arts in Special Education. It is also an experience on our proposed sequence for the school psychology program.**
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 and summer if needed. Students can complete the capstone after 45 hours in their programs of study are completed.**

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 the capstone course at the end of their respective programs. 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.

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 Capstone in Special Education**

**Through completion of the capstone experience, students will:**

1. State and adhere to NASP professional practice and ethical standards
  2. Formally engage in data-based decision making and reflective practice
  3. Complete a comprehensive literature review of an approved topic in an area of school psychology
  4. Receive constructive feedback from peers and faculty mentors/evaluators
  5. Provide constructive feedback to peers
  6. Conduct applied research in schools
  7. Apply knowledge and skills through planning and conceptualization of an applied research project in school psychology
  8. Evaluate the quality of your research proposal
  9. Present scholarly work at a professional conference or to peers and faculty at WMU
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.
- This course meets departmental assessment plan requirements because it requires school psychology candidates to demonstrate applied research skills, providing evidence of the efficacy of their practice with preK-12 learners. Such data is required by our accrediting bodies, CAEP and NASP.**
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 7115 – Capstone In School Psychology**

This three-hour course is one of the final courses in the Educational Specialist in School Psychology prior to internship. It is a culminating experience built upon the learning outcomes of the school psychology core and is an opportunity for students to implement the scientist-practitioner model. The course is designed as an opportunity for reflection and evaluation of professional practice, providing students with an opportunity to integrate isolated skills and knowledge through completion of a capstone project. Most important, this capstone will serve an opportunity for school psychology students to engage in data-based decision making for the purpose of designing an intervention to address the needs of a student or students in schools. Students will complete a project on an approved topic related to School Psychology. Students may opt to complete: (a) a research project culminating a poster/presentation at an appropriate conference or outlet or (b) a comprehensive research proposal with an extensive literature review and defend to the school psychology committee.

**Prerequisites/Corequisites:** Completion of 45 credits in the school psychology degree program.

**Credits:** 3 hours

**Notes:** Open to Graduate students only.

**Western Michigan University**  
**Department of Special Education and Literacy Studies**

SPSY 7115: Capstone in Special Education  
3 Credit Hours

**Instructor**

**Name:**

**Phone:**

**Email:**

**Office:**

**Office Hours:**

**Class Time & Location**

Prerequisites: Completion of 45 hours toward the EdS in school psychology.

**Course Description**

This three-hour course is one of the final courses in the Educational Specialist in School Psychology prior to internship. It is a culminating experience built upon the learning outcomes of the school psychology core and is an opportunity for students to implement the scientist-practitioner model. The course is designed as an opportunity for reflection and evaluation of professional practice, providing students with an opportunity to integrate isolated skills and knowledge through completion of a capstone project. Most important, this capstone will serve an opportunity for school psychology students to engage in data-based decision making for the purpose of designing an intervention to address the needs of a student or students in schools. Students will complete a project on an approved topic related to School Psychology. Students may opt to complete: (a) a research project culminating a poster/presentation at an appropriate conference or outlet or (b) a comprehensive research proposal with an extensive literature review and defend to the school psychology committee.

**Course Objectives**

Through completion of the capstone experience, students will:

1. State and adhere to NASP professional practice and ethical standards
2. Formally engage in data-based decision making and reflective practice
3. Complete a comprehensive literature review of an approved topic in an area of school psychology
4. Receive constructive feedback from peers and faculty mentors/evaluators
5. Provide constructive feedback to peers

6. Conduct applied research in schools
7. Apply knowledge and skills through planning and conceptualization of an applied research project in school psychology
8. Evaluate the quality of your research proposal
9. Present scholarly work at a professional conference or to peers and faculty at WMU

### **Activities**

1. **Design and Implementation of an Applied Research Project OR Development of a Comprehensive Research Proposal:** Specific topic areas may include: assessment/evaluation skills, classroom management, behavior intervention, collaboration with families, and academic instruction.
2. **Presentation of Applied Research Project OR Comprehensive Research Proposal** – students completing the applied research project may choose to present it at an appropriate peer-referred conference or at the School Psychology Research Fair. Students completing the comprehensive research proposal will present their work to a committee of faculty mentors.
3. **Peer Review of Classmate's Capstone Projects** – students will review and provide constructive feedback to classmates.
4. **Optional activities** – in collaboration with the faculty advisor, a student may be encouraged to submit a project for publication in a professional journal.