

REQUEST TO COLLEGE CURRICULUM COMMITTEE FOR CURRICULAR IMPROVEMENTS

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

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 7120 Credit hours: 1-6

Existing course title: NONE

Proposed course title: School Psychology Internship

Existing course prerequisite & co-requisite(s):

Proposed course prerequisite(s) Program approval 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)
1. Lecture 2. Lab or discussion 3. Lecture/lab/discussion 4. Seminar or studio 5. Independent study 6.x Supervision or practicum

CIP Code (Registrar's use only):

Chair/Director [Signature] Date 10/13/15

Chair, College Curriculum Committee [Signature] Date 10-27-15

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

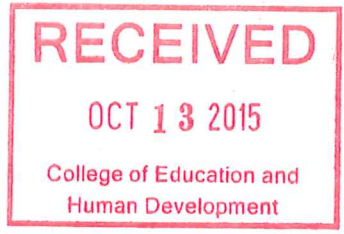
Curriculum Manager: Return to dean Date Forward to: Date

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 field experience with monthly seminar, SPSY 7120: School Psychology Internship. 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 complete a minimum 1200-hour internship in a preK-12 setting. This field experience 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(s) 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 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.

Outcomes for the internship include:

- **The ability to use data-based decision-making and evidence-based approaches to identify needs and to design, implement and evaluate interventions with a goal of positively impacting students.**
- **The ability to work collaboratively and effectively with families, and with teachers and other professionals in designing, implementing, and/or evaluating prevention and intervention services.**
- **The ability to practice and apply a variety of psychoeducational assessment methods linked to interventions for a range of problems and issues, including those pertaining to cognitive/academic issues and social/behavioral issues.**
 - **Opportunities to practice in a manner consistent with applicable regulations, standards of the profession, and guidelines for best practice.**
 - **Increased understanding of schools as organizations and systems, and of associated policies, procedures, and practices.**
 - **Increased knowledge of school, community, family, and mental health resources and ways to access them for the benefit of children and youth.**
 - **Increased ability to plan, implement, and evaluate psychoeducational interventions designed to positively impact children and youth, including consultation, behavior analysis and intervention, and counseling.**
 - **Increased familiarity with and appreciation for the diversity of characteristics, needs, and strengths of all children, youth, and families, including those of underrepresented populations and those with special needs.**
 - **The ability to access and use technology to facilitate school psychological and educational service provision, and to recommend, when appropriate assistive technology useful for students with disabilities.**
 - **The ability to design and implement an applied research or program evaluation project.**
 - **Opportunities to engage in professional development beyond those provided by WMU's program.**

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 7120: School Organization and the Role of the School Psychologist

Course Description

SPSY 7120 is a full-time, 6 credit hour supervised internship over one academic year (1200 hours minimum) and is the culminating experience in the Western Michigan University educational specialist in school psychology program. The internship is designed to provide an integrated practice experience in the full range of school psychological service provision under the collaborative supervision of field site supervisors and WMU faculty. The internship has been designed to be consistent with the National Association of School Psychologists (NASP) Model for Comprehensive and Integrated School Psychological Services (NASP, 2010) and associated NASP Standards for Graduate Preparation of School Psychologists.

Prerequisites/Corequisites: Program Approval.

Credits: 3 hours

Western Michigan University

SPSY 7120: School Psychology Internship

University Supervisor:

Seminar Schedule:

Office:

Phone:

Email:

Schedule: Supervision by faculty and field site supervisors is individually scheduled.

Overview: A full-time, 6 credit hour supervised internship over one academic year (1200 hours minimum) is the culminating experience in Western Michigan University educational specialist in school psychology program. The internship is designed to provide an integrated practice experience in the full range of school psychological service provision under the collaborative supervision of field site supervisors and WMU faculty. The internship has been designed to be consistent with the National Association of School Psychologists (NASP) Model for Comprehensive and Integrated School Psychological Services (NASP, 2010) and associated NASP Standards for Graduate Preparation of School Psychologists.

Goals for the internship include:

- The ability to use data-based decision-making and evidence-based approaches to identify needs and to design, implement and evaluate interventions with a goal of positively impacting students.
- The ability to work collaboratively and effectively with families, and with teachers and other professionals in designing, implementing, and/or evaluating prevention and intervention services.
- The ability to practice and apply a variety of psychoeducational assessment methods linked to interventions for a range of problems and issues, including those pertaining to cognitive/academic issues and social/behavioral issues.
- Opportunities to practice in a manner consistent with applicable regulations, standards of the profession, and guidelines for best practice.
- Increased understanding of schools as organizations and systems, and of associated policies, procedures, and practices.
- Increased knowledge of school, community, family, and mental health resources and ways to access them for the benefit of children and youth.

- Increased ability to plan, implement, and evaluate psychoeducational interventions designed to positively impact children and youth, including consultation, behavior analysis and intervention, and counseling.
- Increased familiarity with and appreciation for the diversity of characteristics, needs, and strengths of all children, youth, and families, including those of underrepresented populations and those with special needs.
- The ability to access and use technology to facilitate school psychological and educational service provision, and to recommend, when appropriate assistive technology useful for students with disabilities.
- The ability to design and implement an applied research or program evaluation project.
- Opportunities to engage in professional development beyond those provided by WMU's program.

Sites: The internship is completed in a site arranged by the program, which will typically be the same site for both semesters of internship. These include school districts which provide support for interns and quality supervision by appropriately credentialed school psychologists.

Supervision: Interns are supervised collaboratively by a WMU faculty member and a field supervisor, both of whom are credentialed school psychologists. Interns will receive an average of at least one hour of supervision per week from a university faculty supervisor assigned no more than four students. Each intern will also receive at least two hours per week of supervision from a field-based supervisor assigned to no more than 2 interns.

Evaluation/Accountability: Interns will maintain a digital internship log which will be submitted by email each month to both field site and faculty supervisors. In addition, interns will also complete and submit various reports and accountability forms to document completion of activities consistent with internship requirements. Specific accountability requirements are listed in the following sections. Interns will be evaluated by both faculty and field supervisors. Informal, ongoing evaluation will occur throughout internship and will be shared with interns in order to maximize their performance. Formal evaluation will occur at the end of the semester and will be used as a basis for the grade in this course. Evaluation will address knowledge, skills, and professional work characteristics needed for successful school psychological service provision.

Grades: Grades (on a credit/no credit basis) will be determined by the faculty instructor/supervisor with input from the field supervisor. Grades will be based on satisfactory completion of the activities outlined below.

Required and Discretionary Activities

The following sections specify the minimum requirements of the internship. However, some flexibility in these requirements is allowed due to field site or individual needs. For example, some activities required for one semester may be exchanged with some of those for the other semester with the approval of the field site and faculty supervisor. Some activities may be adjusted to fit field site, intern and client needs. However, the completion of these minimum WMU requirements is necessary to ensure the attainment of a range of skills needed for effective practice.

In addition to the following minimum requirements, it is expected that interns will perform a reasonable amount of other school psychology activities as determined by their field site supervisors.

- A. Psychoeducational Assessment Interns should discuss referrals for psychoeducational evaluations with supervisors before assessment procedures begin. Draft reports and supporting materials will usually be reviewed during each supervision session. Assessment results and recommendation should be reviewed by the faculty supervisor prior to multidisciplinary team meetings regarding special education eligibility and placement.
 - At least eight individual psychoeducational assessments per semester must be completed. These must include at least three new referrals, and at least one case from each level (preschool, elementary, middle school and high school). Interns should assess at least one student with a low incidence disability and one English language learner during the year.
 - Assessment should include a full range of problem-solving methods used to address referral issues and enable data-based decision making--from initial background information and developmental history to multi-modal behavioral observations to assessment of aptitude, achievement, adaptive behavior and other relevant areas of functioning.
 - Consultation with teachers and parents to assist them in implementing your recommendations is expected and should be documented along with your follow-ups on the case.
 - Assessment results should translate into empirically based decisions about service delivery. Assessment must culminate in a written psychoeducational report, parent feedback/team meeting, and follow-up to assure implementation of individualized programs/interventions.
 - Specific examples of your post-evaluation involvement, e.g., consultation for intervention implementation, progress monitoring, and/or behavioral/social interventions are a part of this requirement. Interns are expected to be able to describe the impact of their work on student achievement and development upon request by supervisors

Documentation of outcomes: Psychoeducational reports and digital internship log

B. Behavioral Assessment and Intervention

Classroom Management/Social Emotional Learning

1. First Semester project: Conduct Tier I SE screening for a grade level (or middle school team) or school using techniques studied in PSYC 606. Refer at-risk students for further screening and, if necessary, assessment and intervention services. (Note need for parent notification and/or permission depending on district policy.)

2. Two semester project: Consult with a regular education teacher to complete a Tier I project by developing, implementing and evaluating a classwide behavioral change and SE learning project. A) All stages of PBS program development should be completed including: Baseline data collection, PI and PA, target behavior(s) identification, development of class rules, systems to teach and recognize prosocial behavior, progress monitoring, maintaining integrity, generalization and maintenance, etc. The use of Good Behavior Games is encouraged here. B) The project must include a SE component using such programs such as Positive Behavior Support, Resilient Classroom, Steps to Respect: A Bully Prevention Program, Second Step and/or other evidence-based programs approved by your supervisors must be used. (Note: this project could be a program evaluation case for the internship research requirement.) A and B can be done with one classroom or two different classrooms.

3. Two one semester projects (one conducted in the fall and one in the spring): Prepare and conduct a 5+ session Tier 2 instructional group for at least 5 students regarded as at risk for one of the following. Choose a different topic from previous groups conducted during traineeship and there should be a different topic chosen for the fall group and the spring group.

1. Anger management/compliance problems
2. Attendance problems
3. Anxiety-related problems
4. Study habit deficiencies
5. Relational aggression and bullying
6. Grief and loss
7. Separation and divorce
8. ADHD
9. Other topics as approved by your supervisors

4. Two semester project: Use the Problem Solving Model to complete two behavioral problem solving analyses and interventions for individual students at the Tier III level. All elements of ABA should be included: Baseline data collection, PI and PA, target behavior(s) identification, development of class rules, systems to teach and recognize prosocial behavior, progress monitoring, maintaining integrity, generalization and

maintenance, etc. Parent interviews are expected in addition to other assessment components.

5. Conduct at least one comprehensive ADHD evaluation and assist a multidisciplinary team in developing a 504 plan, IEP components, or other treatment plan at the Tier III level. Parent and teacher interviews are expected along with other customary assessment components. Submit a brief intervention report to your supervisors.

Documentation of Outcomes: Documentation for all three tiers will consist of team meeting notes, personal notes and reflections, case study reports, contracts, intervention group session summaries, and so on.

C. Academic Assessment and Intervention Requirements.

Choose one of the following two-semester assignments:

1. Interns will utilize a comprehensive problem-solving model to formally and systematically consult with an elementary level teacher to improve the reading skills of an entire class. Consultation should occur at all three tiers of intervention.
2. Interns will utilize a comprehensive problem-solving model to formally and systematically consult with an elementary or middle school level teacher to improve the writing of an entire class. Consultation should occur at all three tiers of intervention.
3. Interns will utilize a comprehensive problem-solving model to formally and systematically consult with an elementary or middle school level teacher to improve the math skills of an entire class. Consultation should occur at all three tiers of intervention.

The following general steps should occur in each of the above assignments:

- a. Interview the teacher and observe the classroom.
- b. Administer (or have the teacher administer) a curriculum-based assessment to the entire class.
- c. Based on assessment of the class, interventions for the entire class (Tier I) should be conducted in close consultation with the teacher. Some type of documentation of the teachers' implementation should be provided.
- d. Based on assessment of the class, interventions for a small group of five or more students who are considered mildly at-risk (Tier II) should be implemented. Baseline data should be collected and progress monitoring should be conducted.
- e. Based on assessment results, identify at least one student who is at high risk (Tier III) and provide or arrange for tutoring of that student. Baseline data should be collected and progress monitoring should be conducted.

Documentation of outcomes: Documentation for all three tiers will consist of team meeting notes, personal notes and reflections, case study reports, tutoring session summaries, and so on.

D. Consultation and Indirect Services Requirements

- a. Practice micro skills used for efficient and effective consultative problem-solving with school personal and parents to efficiently and effectively intervene and/or prevent some mild/moderate academic and behavioral problems from becoming chronic problems in need of ongoing intervention.
- b. See sections A. Psychoeducational Assessment, B. Behavioral Assessment and Intervention, and C. Academic Assessment and Intervention for specific field experiences providing opportunities for skill development in consultation and indirect services.

E. Screening, Prevention and Early Intervention
Requirements

Interns will consult with teachers, parents and pre-referral committees to help students be successful in the regular education settings.

Activities that typically meet this requirement include but are not limited to:

- Educational screenings
- Consulting on adaptive technology
- Social-emotional screenings
- Modifying and adapting instructional materials
- Developing intervention strategies
- Referring students to community agencies
- Other activities as approved by supervisors

Documentation of Outcomes: Interns are expected to maintain personal notes about these activities and review them with supervisors. This requirement may also be met with activities in other sections of this syllabus. Interns should log hours for this requirement in their digital Internship Log.

F. Counseling and Individual Mental Health Services
Requirements

- a. Provide counseling services to two students in accordance with a counseling plan such as the BASIC-ID. If a case is completed prior to the end of the spring semester, then an additional case should be obtained based on a discussion with your supervisors.
- b. Interns should discuss potential counseling referrals with their supervisors and must obtain informed consent from a parent for counseling and audio recording of counseling sessions.
- c. Students will make recommendations as appropriate for mental health services.

Documentation of outcomes: Counseling session notes and audio recordings, digital internship log and multimodal planning form.

G. Home-School Collaboration.
Requirements

As required elsewhere in this syllabus, interns interact with parents when conducting psychoeducational assessments, compiling social histories, and developing academic and behavioral interventions. They often develop and present training programs for parents and may collaborate regarding behavior problems at home. Home visits to accomplish these tasks are often necessary. To gain experience in home-school collaboration, at least one home visit each semester is required. Interns are expected to maintain personal notes about these activities and review them with supervisors. Interns should log hours for this requirement in their digital Internship log.

H. Supervision

- a. Interns meet with their faculty supervisors for at least one hour per week for performance evaluation, and problem solving. Interns are expected to prepare an agenda and be prepared with all materials needed for supervision.
- b. Interns meet with their field supervisors for at least two hours per week to receive on-site professional supervision and mentoring.

Documentation: personal notes and digital internship log