

ACADEMIC PROGRAM APPROVAL

CHECKLIST

This form is a routing document for the approval of new and revised academic programs. Page 2 will serve as an attachment to the Faculty Senate agenda. Proposing department should complete form, attach as a cover page and forward to the college dean. Documentation should include copy of curriculum as it is to appear in the Undergraduate and Graduate Catalog. Proposals must arrive to the Undergraduate/Graduate Committee by November in order to reach the Faculty Senate by March 1. Proposals received after this date cannot be implemented the following year nor included in the catalog for that year.

1. Proposed change leads to the degree of

- () Bachelor of Arts (XX) Master of Arts () Doctor of Philosophy
() Bachelor of Science () Master of Science (X) Other: EDUCATIONAL SPECIALIST

2. () New major/curriculum

Title to be entered in record of students who select this program

() New minor

Title to be entered in record of students who select this program

() Change from provisional to permanent status.

3. (x) Revision of existing: (x) major () minor () concentration

Present title M.A./SPECIALIST PROGRAM IN SCHOOL PSYCHOLOGY

Records System Program Code

(XX) Add/delete required courses/credit hours

() Add concentration

Title

() Delete concentration

Title

4. () Deletion of existing/disestablish: () major () minor () other

Title Code

5. () Policy Change

Title/Department

ROUTING AND APPROVALS: (Please do not remove supporting documentation.)

Department Chairperson Date

Dean of College Date

Chairperson, College Curriculum Committee Date

Chairperson, Senate Com. on UG or GR Studies Date

Chairperson, Senate Coordinating Com. Date

Secretary, Faculty Senate Date

Date of Senate Resolution Date to be Effective

Registrar Program Code Date

Vice Provost for Academic Programs & Planning Date

Provost Date

Board of Trustee Notification Date

a. Rationale for creation, revision, or deletion:

The School of Education is requesting a series of changes to the current program including

- the elimination of 3 courses (EDUC 660 Educational Statistics and Measurement, EDUC 680 Educational Diagnosis, and EDUC 658 Discipline and Classroom Management),
- 1 course revision (new EDUC 830 Consultation and Intervention: School Discipline),
- and the introduction of 3 new courses (EDUC 744 Educational Measurement and Progress Monitoring, EDUC 842 Assessment of Special Populations and EDUC 841 Consultation and Intervention: Mental Health):

Background:

We poll our graduating specialist students as well as past graduates from the program about program strengths and needs. Several program needs have come to our attention including 1) the need to learn assessment and progress monitoring skills necessary for the implementation of Response to Intervention regulations (RTI), 2) training in assessment and intervention with special populations including young children and children with low incidence disabilities, and 3) additional opportunities for implementing and receiving feedback on consultation skills.

Change #1: Eliminating EDUC 660 & EDUC 680 and Adding EDUC 744

The school psychology faculty which includes a member of the National Association of School Psychologists (NASP/NCATE) Program Approval Board know of no school psychology specialist level programs that require a stand alone course in measurement (currently EDUC 660). Therefore we propose teaching our students measurement in the context of testing and assessment (proposed course EDUC 744) and eliminating EDUC 660 as a program requirement. By making this change it will allow greater flexibility in the curriculum to accommodate other program needs.

Recent federal legislation and state regulations no longer require the use of the discrepancy formula (determining an intelligence-achievement discrepancy) to determine disability status. Instead, the degree to which students respond to instruction/interventions (as determined through progress monitoring with curriculum-based measures) applied in the regular education setting will be used to determine student programming and in great part disability status. The school psychology faculty would like to replace the required 680 class (for school psychology students) which covers measurement principles but does not go into enough depth in the areas of curriculum-based assessment and progress monitoring for our students. A new course EDUC 744 would also fill a need in the school psychology program to replace the measurement content that students lose by no longer taking EDUC 660. The proposed EDUC 744 course would also eliminate redundant content that our students receive in the current EDUC 680 including information about intelligence testing. Our students take a semester long course on intelligence testing EDUC 817.

Change #2: Eliminating EDUC 658, Revising (and resequencing) EDUC 830 Consultation and Intervention: School Discipline, and Introducing a new course EDUC 841 Consultation and Intervention: Mental Health

Currently, students in the school psychology program are required to take EDUC 830 Consultation and Intervention and EDUC 658, Classroom Management and School Discipline. EDUC 658 is tailored primarily to the needs of classroom teachers. As consultants to teachers and schools, school psychologists need basic skills of consultation and collaboration and much greater knowledge of effective individual and group interventions for preventing and remediating problems of school discipline. Additionally, school psychologists need to learn theory, research, and more advanced skills to consult at the systems level in order to address preventive mental health, school crises, communication and collaboration with families, and

community mental health. Although those topics now receive some attention in EDUC 830, they require much greater attention. Given that the role of school psychologists is changing to include more consultation it seems that this skill should receive greater emphasis in our curriculum as well. Currently we offer only 1 course in consultation while we offer 3 courses in assessment and 2 in counseling. Thus, it is proposed that students now take two courses in consultation, with the first (revised 830) covering basic skills of consultation and collaboration within the context of working with teachers and schools on matters of school discipline. The second course (new) would focus on those areas listed above with an emphasis on mental health prevention. This change will allow our program to train our students more effectively given recent federal and state changes in special education regulations that increase the need for consultative skills for school psychologists.

Change #3: Adding EDUC 842 Assessment of Special Populations

As stated above, we routinely survey our graduates for feedback on how to improve our curriculum. Instruction in the areas of early childhood and low incidence disabilities are frequently mentioned by our graduates as needs not addressed in the current curriculum. This new course will emphasize assessment and planning interventions that include progress monitoring within a response to intervention model. Given that we plan to eliminate 3 courses, replacing that content with 2 courses, we would now have room for this additional content in our curriculum.

b. Summary of proposed program with changes:

***FIRST YEAR: MASTERS OF ARTS**

FALL	CREDITS
EDUC 618 Special Services in the Schools	3
EDUC 817 Individual Intelligence Testing	3
EDUC 663 Counseling Skills Lab	3
EDUC 744 Educational Measurement and Progress Monitoring	3
 WINTER SESSION	
EDUC 623 Applied Human Development	3
EDUC 814 Psychological Assessment of Children	3
 SPRING	
EDUC 691 Applied Statistics & Research Design	3
EDUC 671 Practicum in School Psychology	3
EDUC 679 Instructing Elementary/Middle Schoolers with Mild Disabilities	3
EDUC 830 Consultation and Intervention: School Discipline	3
TOTAL CREDITS FOR M.A. IN SCHOOL PSYCHOLOGY	30

COMPREHENSIVE EXAMINATION REQUIRED AT END OF FIRST YEAR

*The completion of the M.A. does not convey certification as a school psychologist. To be certified, students must complete the second year coursework and a supervised internship and must then apply for certification in the state in which they wish to practice. The University's Institutional Recommendation is issued at the successful completion of the supervised internship.

SECOND and THIRD YEARS: Education Specialist Degree in School Psychology

FALL		CREDITS
EDUC 671	Practicum in School Psychology	3
EDUC 813	Child Psychopathology	3
EDUC 831	Advanced Counseling Techniques	3
EDUC 870	Child Neuropsychology	3
SPRING		
EDUC 671	Practicum in School Psychology	3
EDUC 651	School-based Family Issues and Interventions	3
EDUC 841	Consultation and Intervention: Mental Health	3
EDUC 842	Assessment of Special Populations	3
<u>THIRD YEAR:</u>		
EDUC 688	Internship in School Psychology	6
TOTAL CREDITS FOR EDUCATION SPECIALIST DEGREE		30

AUTHORIZED DEGREE TITLES

Please check the appropriate degree:

- Bachelor of Applied Science
- Bachelor of Arts
- Bachelor of Arts in Educational Studies
- Bachelor of Arts in Liberal Studies
- Bachelor of Chemical Engineering
- Bachelor of Civil Engineering
- Bachelor of Computer Engineering
- Bachelor of Electrical Engineering
- Bachelor of Environmental Engineering
- Bachelor of Fine Arts
- Bachelor of Liberal Studies
- Bachelor of Mechanical Engineering
- Bachelor of Music
- Bachelor of Science
- Bachelor of Science in Accounting
- Bachelor of Science in Agriculture
- Bachelor of Science in Business Administration
- Bachelor of Science in Education
- Bachelor of Science in Nursing
- Master of Applied Sciences
- Master of Arts
- Master of Arts in Liberal Studies
- Master of Business Administration
- Master of Chemical Engineering
- Master of Civil Engineering
- Master of Education
- Master of Electrical Engineering
- Master of Environmental and Energy Policy
- Master of Fine Arts
- Master of Instruction
- Master of Marine Policy
- Master of Materials Science and Engineering
- Master of Mechanical Engineering
- Master of Music
- Master of Physical Therapy
- Master of Public Administration
- Master of Science
- Master of Science in Nursing
- Doctor of Education
- Doctor of Philosophy
- Education Specialist

This document will be retained permanently in the Faculty Senate Office.

Revised 04/23/01