


# EDSP 755 Practicum I-CrsRvs-2017-01-25

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## Form Information

 The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

**First Step:** ONLY change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-CrsRvs-2015-08-10**

- If DUAL LISTED list BOTH courses in the page title***

**Second Step:** Click “SAVE” on bottom right

- DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS***
- Please be sure to remove the Brackets while renaming the page***

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*\*Indicates a required field*

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<b>Course Level*</b>	graduate-level
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## Course Revisions

(Check all that apply;fill out categories below as specified; i.e. if only changing a course title, only complete Category A)

Category A:	Category B:
catalog_desc_change	add_dual_level course_revision credit_hour_change  <i>* Teacher Education: Please complete the Teacher Education section of this form (below)</i>  <i>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</i>  <i>* Distance Education: Please complete the Distance Education section of this form (below)</i>

## Rationale for Proposed Changes (All Categories)

**(A) Why is the course being revised /deleted:\***

There are four primary reasons for this course revision:

- 1. Expansion of practicum experiences:** With our new PhD in School Psychology program, we must expand the range and depth of our practicum experiences so that students can develop the various professional competencies required in the field. The range of practicum experiences will mirror the various professional roles of master's / certification and doctoral school psychologists. For example, different practicum experiences will focus on assessment, intervention, consultation, or supervision. Therefore, the breadth of practicum experiences must expand so we can adequately prepare school psychologists at the master's / certification and at the doctoral level across the various important professional competencies. Determination of practicum experiences is made by the EDSP Graduate Program Coordinator(s) and will be uniform for cohorts of students as they matriculate through their program course sequence.
- 2. Dual listing:** Dual listing is needed so that the practicum course completed is associated with the appropriate traditional, lecture-style course in which the knowledge and skills are first taught to students. Then, in the accompanying practicum experience, students practice these skills in real-life situations under the supervision of EDSP faculty. For example, students complete a 3-credit EDSP 813 *Academic Assessment* course in which they learn how to administer, score, and interpret commonly-used academic achievement measures. Then, in the subsequent EDSP 855, students would develop fluency and advanced mastery of these same skills while completing a number of academic assessments in a local school district under the supervision of an EDSP faculty member. Similarly, while completing EDSP 748 *Fundamentals of Behavior Change*, a traditional, 3-credit lecture-style class, students would concurrently complete an EDSP 755 practicum in which they apply what they learn in EDSP 748 to a real-life situation. Moreover, this developmental progression of practicum experiences across a student's academic career should be documented more clearly on their transcript. Dual listing this course will assist in that regard.
- 3. Variable credit:** Variable credit is needed to reflect the appropriate amount of work associated with the particular practicum experience. Since amount of work for professional competencies (e.g., assessment, consultation, intervention, supervision) varies considerably in the field, this same variability should be reflected in the credits awarded. For example, an assessment practicum experience may require 2 credits of work while a supervision practicum may require only 1 credit of work.
- 4. Revision / expansion of course description and objectives:** the current learning objectives to reflect the same objectives as they manifest in new and expanded practicum placements. The current learning objectives were written within the context of one practicum placement: the IUP Child Study Center. The revision and expansion of the current course objectives were needed to reflect how each of the existing objectives are manifested in practicum placements other than just the Child Study Center (e.g., schools, hospitals, community mental health agencies). Further, the title of *Practicum* is very important to retain for accreditation purposes with the American Psychological Association (APA). Additionally, the catalog description of the proposed 755 is an expansion of the current 755 catalog description to include settings other than the IUP Child Study Center and roles of psychologists beyond that experienced in the current EDSP 755 setting (i.e., IUP Child Study Center). Therefore, we felt is more appropriate to revise the existing EDSP 755 by retaining the title and revising / expanding the current objectives.

**(B) University Senate Summary of Rationale\***

*Please enter a single paragraph summary/rationale of changes or proposal for University Senate.*

There are three primary reasons for this course revision: (a) **Expansion of practicum experiences** so that students can develop the professional competencies required in the field. The range of practicum experiences will parallel the various professional roles of master's / certification and doctoral level school psychologists (e.g., assessment, intervention, consultation, or supervision); (b) **Dual listing** so that the practicum course completed is associated with the appropriate traditional, lecture-style course in which the knowledge and skills are first taught to students. Moreover, this developmental progression of practicum experiences across a student's academic career should be documented more clearly on their transcript; (c) **Variable credit** to reflect the appropriate workload associated with the particular practicum experience.

**(C) Implications of the change on the program, other programs and the Students:\***

These revisions will provide the EDSP master's in Educational Psychology, certification in School Psychology, and PhD in School Psychology programs with the flexibility to **offer a broader range of practicum experiences** across professional competencies. Consequently, these changes will more **directly reflect accreditation standards** and expectations for internship and independent practice.

These changes will have no effect on any other program or department. This course is limited to graduate-level EDSP students.

These changes will benefit students in many ways. Primarily, students will receive a **broader and deeper set of practicum experiences** across their training improving their marketability and potential for exceptional practice in the field. Further, their practicum experiences will be **more clearly indicated on their transcripts**. Finally, these changes will help students **meet training standards** making them eligible for certification as a school psychologist in more states (at the master's / certification level) and licensure for the independent practice of psychology (at the doctoral level).

**Current Course Information\***

**Category A**

**(D) Current Prefix\*** EDSP

<b>Pr op os ed Pr efix</b>	EDSP
<b>(E) Cu rre nt Nu m be r*</b>	755
<b>Pr op os ed Nu m ber</b>	755 / 855
<b>(F) Cu rre nt Co ur se Tit le*</b>	Practicum I
<b>Pr op os ed Co ur se Tit le</b>	Practicum in School Psychology
<b>(G) Pr er eq uis ite (s)</b>	For approved school psychology candidates or permission of instructor.
<b>Pr op os ed Pr er eq uis ite (s)</b>	For approved school psychology candidates or permission of instructor.

<b>(H) C u r r e n t C a t a l o g D e s c r i p t i o n</b>	Provides school psychology students with an opportunity to learn contemporary theories of cognitive and academic development and how these constructs are measured in educational settings. Students are directly supervised in onsite practicum experiences as they apply these skills in a highly structured university clinic setting.
<b>P r o p o s e d C a t a l o g D e s c r i p t i o n</b>	Provides school psychology students with an opportunity to apply and further develop professional competencies acquired through coursework and training. Students are directly supervised in practicum experiences as they apply these skills in the university clinic, schools, mental health facilities, and other appropriate settings, thus preparing them for the independent practice of psychology in various settings.
<i>If changing Category A, no further action required.</i>	
<b>Category B (if no change, leave blank)</b>	
<b>(I) R e p e a t a b l e C o u r s e</b>	NO  If YES, please complete the following:  Number of Credits that May be Repeated:  Maximum Number of Credits Allowed to be Repeated:
<b>P r o p o s e d R e p e a t a b l e C o u r s e</b>	YES  If YES, please complete the following:  Number of Credits that May be Repeated:6  Maximum Number of Credits Allowed to be Repeated:6
<b>(J) N u m b e r o f C r e d i t s</b>	Class Hours:  Lab Hours:  Credits:3
<b>P r o p o s e d N u m b e r o f C r e d i t s</b>	Class Hours:Lab Hours:Credits:1-3 (variable) The number of credits registered is not necessarily a function of whether the student takes the course as a 700-level course or an 800-level course. Rather, the number of credits, which will be consistent for each student enrolled in the same practicum course, will be a function of the amount of hours logged in that practicum. For example, students enrolled in a 755 Practicum for School Psychology would be engaged in behavioral consultation and would register for 1 credit because the work is equivalent to a 1-credit course. Other students may enroll in an 855 section for 2 credits because their practicum associated with conducting group and individual counseling in a local school district warrants earning 2 credits. Still other students (at the doctoral level) may enroll in 3 credits of 855 because they are supervising 3 Master's level clinicians in our EDSP Child Study Center. Consequently, the number of credits for each section of 755 / 855 is dictated by the amount of practicum work / hours logged by students. These credits will be determined by the EDSP Graduate Program Coordinator(s).

<b>(K) C u r r e n t C o u r s e  ( S t u d e n t L e a r n i n g)  O u t c o m e s</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Define and evaluate the role of psychologists in various settings.</li> <li>2. Implement and evaluate behavior change programs to clients.</li> <li>3. Implement and evaluate interventions designed to improve academic, social, behavioral, and psychological outcomes for clients.</li> <li>4. Summarize professional practice and outcomes to relevant stakeholders.</li> <li>5. Develop an awareness of cultural issues affecting professional practice.</li> <li>6. Identify potential ethical dilemmas within professional practice and apply legal and ethical principles to the delivery of professional service.</li> </ol>
<b>P r o p o s e d C o u r s e  ( S t u d e n t L e a r n i n g)  O u t c o m e s</b>	<p>(For EDSP 755) Students will:</p> <ol style="list-style-type: none"> <li>1. Understand and evaluate the role of psychologists in various mental health settings (e.g., schools, private practice, mental health clinics, and hospitals).</li> <li>2. Conduct psychological and psychoeducational assessments to clients referred for evaluation in various mental health settings (e.g., schools, private practice, mental health clinics, and hospitals).</li> <li>3. Complete consultations with typical stakeholder groups including parents, teachers, administrators, and other mental health professionals in various mental health settings (e.g., schools, private practice, mental health clinics, and hospitals).</li> <li>4. Conduct and evaluate interventions designed to improve academic, social, behavioral, and psychological outcomes for clients in various mental health settings (e.g., schools, private practice, mental health clinics, and hospitals).</li> <li>5. Summarize professional practice and outcomes to relevant stakeholders.</li> <li>6. Identify potential ethical dilemmas within professional practice and apply legal and ethical principles to the delivery of professional service.</li> </ol>

(L)  
Dual  
Listed  
Courses  
Only:

There were none listed in the last EDSP 755 course revision approved by Senate on 02-26-2013. Interestingly, the EDSP has no record of submitting a course revision to dual-list EDSP 755 / 855, yet the Graduate Catalog for 2016-2017 lists EDSP 755 / 855. We are unclear when / how EDSP 855 was approved and listed in the Graduate Catalog.

List  
Current  
Learning

Outcomes  
for  
the

Higher-  
Level  
Course

Dual Listed Courses Only:

In addition to those listed for the 700-level course noted above in Proposed Course (Student Learning) Outcomes, students in the 800-level course will:

1. Develop counseling skills to work with a range of clients in various mental health settings (e.g., schools, private practice, mental health clinics, hospitals).
2. Provide supervision to novice practicum students in the delivery of psychological services in various mental health settings (e.g., schools, private practice, mental health clinics, hospitals).
3. Create and evaluate organizational policies and practices related to psychological services in various mental health settings (e.g., schools, private practice, mental health clinics, hospitals).
4. Apply legal and ethical principles to the delivery of professional service.

List Proposed Learning

Outcomes for the

Higher-Level Course

(M) Brief Course Outline

*As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.*

(It is acceptable to copy from old syllabus)

Topic	Assignment Due
Introduction to Course -Child Study Center (CSC) practices -School Psychology and Law -Ethical Practice -Problem Analysis -Linking Assessment to Intervention	
Instructional Practices -Eco-behavioral -Effective instruction	

Cognitive Theory -Historical perspectives	
Cognitive Theory -Measuring intelligence	<ul style="list-style-type: none"> <li>• Discussion Leader</li> </ul>
Cognitive Theory - Cattell-Horn-Carroll Theory - Information Processing	<ul style="list-style-type: none"> <li>• Discussion Leader</li> </ul>
Cognitive Theory - The Woodcock-Johnson III Tests of Cognitive Abilities	<ul style="list-style-type: none"> <li>• Discussion Leader</li> </ul>
Cognitive Theory - The Wechsler Scales	<ul style="list-style-type: none"> <li>• Discussion Leader</li> </ul>
Case Conceptualization - Hypothesis testing approach - Diagnostic constructs - Information processing, memory, & Executive Function	<ul style="list-style-type: none"> <li>• Discussion Leader</li> </ul>
Reading Disorders - Diagnostic constructs: dyslexia, Specific Learning Disability - Information processing	<ul style="list-style-type: none"> <li>• Discussion Leader</li> </ul>
Participate in CSC Session and Staffing	<ul style="list-style-type: none"> <li>• CSC Practicum Participation</li> </ul>
Math and Writing Disorders	<ul style="list-style-type: none"> <li>• Discussion Leader</li> </ul>
Participate in CSC Staffing	<ul style="list-style-type: none"> <li>• CSC Practicum Participation</li> </ul>
CSC Case Presentations	<ul style="list-style-type: none"> <li>• CSC Case Presentation</li> </ul>
CSC Case Presentations	<ul style="list-style-type: none"> <li>• CSC Case Presentation</li> </ul>
Report Writing Wrap-Up	<ul style="list-style-type: none"> <li>• CSC Practicum Participation Reflection Paper</li> <li>• CSC Intervention Report</li> </ul>



**Brief Course Outline**

For each outcome, describe how the outcome will be achieved

(Give sufficient detail to communicate the content to faculty accurately.)

It is necessary to include specific

As outlined by the federal definition of a "credit hour", the following should be a consideration

regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.

Students will be placed in varied applied settings to obtain practicum experience with an assigned amount of work in one or more of the following areas of professional competency: assessment, intervention, consultation, and/or supervision. The number of traditional seminars will vary depending on the credits awarded for that experience. (See detailed explanation of variable credits in Section J above.)

A one-credit section of EDSP 755 / 855 may meet only three times a semester with the equivalent of 1-2 hours of practicum experiences each week completed at the assigned site between those class meetings. In contrast, a three-credit section of EDSP 755 / 855 may meet bi-weekly with the equivalent of 3-4 hours of practicum experiences each week completed at the assigned site between those class meetings.

Supervision of students in all sections of EDSP 755 and 855 will be performed by the instructor of record. Additionally, all students will be evaluated by the instructor of record for EDSP 755 and 855.

Below is a sample of a three-credit EDSP 755 / 855 course outline, which would be typical of a doctoral-level section of EDSP 855 requiring a considerable amount of work in the assigned practicum site. By illustration, this sample course outline would be a practicum experience related to conducting a comprehensive psychological assessment of public school-age children in a school setting and consultation with educators and parents about interventions to assist the school-age students. Periodic seminars facilitated by the course instructor would be held in lieu of hours at the practicum site for that week to engage in group supervision with the instructor:

Week	Topics	Activities to Complete
Week 1  (2-3 hours on-campus meeting)	<i>Introduction to the Course</i>  <i>Ethical and Legal Aspects of the Profession of School Psychology</i>	<ul style="list-style-type: none"> <li>• Site assignment</li> <li>• Supervisor assignments, roles, and responsibilities</li> <li>• Establishing a supervisory relationship within an applied setting</li> <li>• Review and follow ethics codes</li> <li>• Review standards of professional practice</li> <li>• Review confidentiality of student(s) records</li> <li>• Review decision-making based on ethical guidelines and professional standards as well as site policies</li> </ul>
Weeks 2 & 3  (onsite practicum placement, approximately 3-4 hours on site each week)	<i>Practicum Experience</i>  <i>Regular and Special Education Policies and Practices (e.g., Response to Intervention, Least Restrictive Environment)</i>	<ul style="list-style-type: none"> <li>• Initial site visit</li> <li>• Interview supervisor regarding their roles and functions as a school psychologist <ul style="list-style-type: none"> <li>• Gain familiarity with site's policies and procedures</li> <li>• Discussion forum or reflection on policies and procedures of the assigned practicum site Complete assigned practicum duties under the supervision of the field supervisor</li> </ul> </li> </ul>
Week 4  (2-3 hours on-campus meeting)	<i>Check-in with university supervisor</i>  <i>Group Supervision</i>	<ul style="list-style-type: none"> <li>• Review practicum activities completed with group</li> <li>• Problem-solve; plan for upcoming weeks</li> </ul>
Weeks 5 & 6  (onsite practicum placement, approximately 3-4 hours on site each week)	<i>Practicum Experience;</i>  <i>Administration / Implementation of psycho-educational assessments or evidence-based interventions:</i>	<ul style="list-style-type: none"> <li>• Obtain appropriate and accurate information of assigned student(s) from multiple sources (e.g., student record, observation, parent/teacher interview, rating scales, etc.) to assist in selecting psycho-educational assessments or evidence-based interventions</li> <li>• Select and/or develop the most appropriate psycho-educational assessments or evidence-based interventions that best fits the need of the student(s)</li> <li>• Continued engagement in the supervisory relationship</li> </ul>
Week 7  (2-3 hours on-campus meeting)	<i>Check-in with university supervisor</i>  <i>Group Supervision</i>	<ul style="list-style-type: none"> <li>• Review practicum activities completed with group</li> <li>• Problem-solve; plan for upcoming weeks</li> </ul>
Weeks 8 & 9  (onsite practicum placement, approximately 3-4 hours on site each week)	<i>Practicum Experience;</i>  <i>Data-based decision making</i>	<ul style="list-style-type: none"> <li>• Evaluate the results of psycho-educational assessments or effectiveness of interventions.</li> <li>• Continued engagement in the supervisory relationship</li> <li>• Create permanent product (e.g., Psycho-educational report, Functional Behavioral Assessment)</li> </ul>

<i>reading, calendar or assignments)</i>	Week 10 (2-3 hours on-campus meeting)	<i>Check-in with university supervisor</i> <i>Group Supervision</i>	<ul style="list-style-type: none"> <li>• Review practicum activities completed with group</li> <li>• Problem-solve; plan for upcoming weeks</li> </ul>
	Weeks 11 & 12 (onsite practicum experience, approximately 3-4 hours on site each week)	<i>Practicum Experience;</i>	<ul style="list-style-type: none"> <li>• Continue engaging in assigned practicum activities</li> <li>• Interact respectfully with all student(s), parent(s), and staff.</li> <li>• Demonstrate cultural sensitivity will all individuals with whom you interact</li> </ul>
	Week 13 (2-3 hours on-campus meeting)	<i>Check-in with university supervisor</i> <i>Group Supervision</i>	<ul style="list-style-type: none"> <li>• Review practicum activities completed with group</li> <li>• Problem-solve; plan for upcoming weeks</li> </ul>
	Week 14 (onsite practicum placement, approximately 3-4 hours on site)	<i>Practicum Experience;</i> <i>Interpersonal Relationships /</i> <i>Consultation Skills</i>	<ul style="list-style-type: none"> <li>• Provide feedback regarding results of data collected to the appropriate parties</li> <li>• Participate effectively in multidisciplinary meetings (e.g., Individualized Education Program meetings), if appropriate</li> </ul>
	Week 15 (2-3 hours on-campus meeting)	<i>Check-in with university supervisor</i> <i>Group Supervision</i>	<ul style="list-style-type: none"> <li>• Review practicum activities completed with group</li> <li>• Self-evaluation</li> <li>• Evaluation of practicum experience</li> </ul>

## Distance Education Section

*- Complete this section only if adding Distance Education to a New or Existing Course*

<b>If Completing this Section, Check the Box to the Right:</b>	<b>NOTE: you must check this box if the Course has previously been approved for Distance Education</b>
<b>Course Prefix/Number</b>	
<b>Course Title</b>	
<b>Type of Proposal</b>	<i>See CBA, Art. 42.D.1 for Definition</i>
<b>Brief Course Outline</b>	<p><i>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments</i></p> <p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p>
<b>Rationale for Proposal (Required Questions from CBA)</b>	
<b>How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?</b>	

<p>For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.</p>	
<p>How will the instructor-student and student-student interaction take place? (if applicable)</p>	
<p>How will student achievement be evaluated?</p>	
<p>How will academic honesty for tests and assignments be addressed?</p>	

## Liberal Studies Section

- Complete this section only for a new Liberal Studies course or Liberal Studies course revision


<p>If Completing this Section, Check the Box to the Right:</p>	<p><b>NOTE: you must check this box if the Course/Program has previously been approved for Liberal Studies</b></p>
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Liberal Studies Course Designations (Check all that apply)	
Learning Skills:	
Knowledge Area:	
Liberal Studies Elective	<i>Please mark the designation(s) that apply - must meet at least one</i>
Expected Undergraduate Student Learning Outcomes (EUSLOs)	<p><i>Describe how each Student Learning Outcome in the course enables students to become Informed Learners, Empowered Learners and/or Responsible Learners</i></p> <p><i>See <a href="http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694">http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694</a></i></p>
Description of the Required Content for this Category	<i>Narrative on how the course will address the Selected Category Content</i>
<p><b>All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.</b></p> <p><b>Please answer the following questions.</b></p>	

<p><b>Liberal Studies courses must include</b></p> <p><b>the perspectives and contributions</b></p> <p><b>of ethnic and racial minorities and</b></p> <p><b>of women whenever appropriate to</b></p> <p><b>the subject matter. Please explain</b></p> <p><b>how this course will meet this</b></p> <p><b>criterion.</b></p>	
<p><b>Liberal Studies courses require the</b></p> <p><b>reading and use by students of at</b></p> <p><b>least one non-textbook work of</b></p> <p><b>fiction or non-fiction or a collection</b></p> <p><b>of related articles. Please describe</b></p> <p><b>how your course will meet this</b></p> <p><b>criterion.</b></p>	

## Teacher Education Section

- Complete this section only for a new Teacher Education course or Teacher Education course revision

<p><b>If Completing this Section,</b></p> <p><b>Check the Box to the Right:</b></p>	<p><b>NOTE: you must check this box if the Course/Program has previously been approved for Teacher Education related items</b></p>
<p><b>Course Designations:</b></p>	
<p><b>Key Assessments</b></p>	
	<p>For both new and revised courses, please attach (see the program education coordinator):</p> <ul style="list-style-type: none"> <li>• The Overall Program Assessment Matrix</li> <li>• The Key Assessment Guidelines</li> <li>• The Key Assessment Rubric</li> </ul> <p><b>File    Modified</b></p> <hr/> <p>No files shared here yet.</p> <ul style="list-style-type: none"> <li>• Drag and drop to upload or <a href="#">browse for files</a> </li> </ul>
<p><b>Narrative Description of the</b></p> <p><b>Required Content</b></p>	<p><i>How the proposal relates to the Education Major</i></p>

Please scroll to the top and click the Page Status if you are ready to take action on the workflow.

Please submit an ihelp if you have any questions <http://ihelp.iup.edu>