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Proposed Prefix	EDSP
(E) Current Number*	755
Proposed Number	755 / 855
(F) Current Course Title*	Practicum I
Proposed Course Title	Practicum in School Psychology
(G) Prerequisite(s)	For approved school psychology candidates or permission of instructor.
Proposed Prerequisite(s)	For approved school psychology candidates or permission of instructor.

(H) Current Catalog Description	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.
Proposed Catalog Description	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.

If changing Category A, no further action required.

Category B (if no change, leave blank)

(I) Repeatable Course	NO If YES, please complete the following: Number of Credits that May be Repeated: Maximum Number of Credits Allowed to be Repeated:
Proposed Repeatable Course	YES If YES, please complete the following: Number of Credits that May be Repeated:6 Maximum Number of Credits Allowed to be Repeated:6
(J) Number of Credits	Class Hours: Lab Hours: Credits:3
Proposed Number of Credits	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. yu in ted with 1 71.4urther d1 0 1 5e6ther

(K) Current Course (Student Learning) Outcomes	Students will: 1. Define and evaluate the role of psychologists in various settings. 2. Implement and evaluate behavior change programs to clients. 3. Implement and evaluate interventions designed to improve academic, social, behavioral, and psychological outcomes for clients. 4. Summarize professional practice and outcomes to relevant stakeholders. 5. Develop an awareness of cultural issues affecting professional practice. 6. Identify potential ethical dilemmas within professional practice and apply legal and ethical principles to the delivery of professional service.
Proposed Course (Student Learning) Outcomes	(For EDSP 755) Students will: 1. Understand and evaluate the role of psychologists in various mental health settings (e.g., schools, private practice, mental health clinics, and hospitals). 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). 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). 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). 5. Summarize professional practice and outcomes to relevant stakeholders. 6. Identify potential ethical dilemmas within professional practice and apply legal and ethical principles to the delivery of professional service.

(L) Dual Listed Courses Only: **List Current Learning Outcomes for the Higher-Level Course**	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.

Dual Listed Courses Only: **List Proposed Learning Outcomes for the Higher-Level Course**	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.

(M) Brief Course Outline

(It is acceptable to copy from old syllabus)

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.

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	• Discussion Leader
Cognitive Theory - Cattell-Horn-Carroll Theory - Information Processing	• Discussion Leader
Cognitive Theory - The Woodcock-Johnson III Tests of Cognitive Abilities	• Discussion Leader
Cognitive Theory - The Wechsler Scales	• Discussion Leader
Case Conceptualization - Hypothesis testing approach - Diagnostic constructs - Information processing, memory, & Executive Function	• Discussion Leader
Reading Disorders - Diagnostic constructs: dyslexia, Specific Learning Disability - Information processing	• Discussion Leader
Participate in CSC Session and Staffing	• CSC Practicum Participation
Math and Writing Disorders	• Discussion Leader
Participate in CSC Staffing	• CSC Practicum Participation
CSC Case Presentations	• CSC Case Presentation
CSC Case Presentations	• CSC Case Presentation
Report Writing Wrap-Up	• CSC Practicum Participation Reflection Paper • CSC Intervention Report

	Week 10 (2-3 hours on-campus meeting)	*Check c h f .89 eting)*	• •
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For each outcome in the course, describe **how the outcome will be achieved using** **Distance Education technologies.**	
How will the instructor-student and **student-student interaction take place?** **(if applicable)**	
How will student achievement be evaluated?	
How will academic honesty for tests **ar 0v3.63 1mignbe es55.88 533.85 Tm (for tests)Tj ET BT /i7 1 173.63 569.85 Tm ( )Tj ET BT /F1 7.5 Tf 1 0 0 1 55.4eadress**	