REQUEST FOR A NEW COURSE
University of Central Oklahoma

Course Subject (Prefix), Number, and Title:
Course Subject Number Title:
PSY 3XX3 Intro. to School Psychology

Course Title: (full title of course if longer than 30 characters)
Introduction to School Psychology

For information regarding CIP codes contact your department chair or visit: http://www.uco.edu/academic-affairs/ir/program_inventory.asp
CIP Code: 42.0101

For graduate courses, please attach a syllabus for this course. (See syllabus requirement policy 2.2.)

Course description as it will appear in the appropriate catalog.
Course description only Do not include prerequisites or enrollment restrictions, these should be added under questions 6-12.
(Please use standard American English including full sentences.)

This course is designed to introduce undergraduate students to the role, responsibilities, and function of a school psychologist. The course will cover topics including how school psychologists help schools successfully improve academic achievement, promote positive behavior and mental health, support diverse learners, create safe, positive school climates, strength family and school partnerships, and improve school wide assessment and accountability.

Psychology
Department submitting the proposal
Megan E. Purdum Larson mpurdum1@uco.edu 5478
Person to contact with questions email address Ext. number

Approved by:

Department Chairperson 7/29/20
College Curriculum Committee Chair 8/31/20
College Dean 8/21/20

Effective term for this new course
(Assigned by the Office of Academic Affairs.)

Office of Academic Affairs Date

Academic Affairs Form
August, 2015
Functional Review
1. Does this course have an undergraduate/graduate counterpart?
   ___ Yes  X No

2. Is this proposal part of a larger submission package including a program change?
   X Yes  ___ No

3. Does this new course affect a teacher preparation program? (All courses required for any teacher preparation program must have approval from the Council on Teacher Education (CTE) before approval from AACC or Graduate Council.)
   ___ Yes  X No  If yes, send copy of proposal to the Education Curriculum Committee Chair, Dr. Darla Fent.
   CTE Approval (Stamp or initial) ____________________________

4. Has this course been previously taught as a common course (4910 seminar, 4960 institute, etc.)?
   ___ Yes  X No  If yes, when was the most recent offering?

5. Does this course affect majors or minors outside the department?
   ___ Yes  X No  If yes, provide name(s) of department chair(s) contacted, dates, and results of discussion.

6. Prerequisite courses:
   Example 1: MATH 1213 and (MATH 2165 or MATH 2185) and CHEM 1213
   Example 2: (ACCT 2113 and 2213) and (MGMT 3013 or ISOM 3613)
   Example 3: 8 hours of biology including BIO 1404
   PSY 2753 Psychological Statistics

7. Co-requisite(s): Which of the above prerequisite courses, if any, may be taken in the same semester as the proposed new course?
   N/A

8. Concurrent enrollment: Courses that must be taken the same semester. Example: lab courses.
   N/A

9. Will this course have enrollment restrictions?
   ___ Yes  X No  If No, go to question 13.

10. Specify which major(s) may or may not take this course. Specifying a major, excludes all other majors from enrolling.
    Check one: May ______  May not ______
    Major Code: ____________________________

11. Which of the following student classification(s) may enroll in this course?
    Check all that apply:
    Graduate (2) 19+ hours
    Graduate (1) 0-18 hours
    Post Baccalaureate *
    Senior
    Junior
    Sophomore
    Freshman
    * Graduate level courses are not open to Post Baccalaureate students.

12. Check or list other restrictions for this course.
    Admission to Graduate Programs ___________________
    Admission to Nursing Program _________________
    Admission to Teacher Education ________________
    Other ________________________________
13. **Course objectives**: Objectives should be observable, measurable and include scholarly or creative activities to meet the course level characteristics. Course objectives should also be in line with the course description. (Please refer to instructional objectives documents at: [http://www.uco.edu/academic-affairs/faculty-staff/aacc.asp#FAQ/Helpful%20Hints](http://www.uco.edu/academic-affairs/faculty-staff/aacc.asp#FAQ/Helpful%20Hints).)

**Course Objectives**: The student will

1. Be able to describe the major roles and functions of school psychologists.
2. Understand the impact of human diversity on the field of school psychology.
3. Examine positive, academic change and growth in students.
4. Explore the use of consultation, intervention, and assessment for academic and behavioral deficits.
5. Explore strategies in creating a safe and positive school climate.
6. Examine impacts of promoting positive school, home, and community partnership.
7. Understand the basic principles of Special Education Law and related ethical considerations.

**Course Detail Information**:

14. **Contact Hours (per week)**

- [ ] 3 Lecture hours (in class)
- [ ] Lab hours (also studios)
- [ ] Other (outside activities)

15. **Repeatable course.**

- [ ] Number of times this course can be taken for credit.

16. **Schedule type**: (select one only)

- [ ] Activity P.E. (A)
- [ ] Lab only (B)
- [ ] Lecture/Lab (C)
- [ ] Lecture only (L)
- [ ] Recitation/Lab (R)
- [ ] Student Teaching (STU)
- [ ] Studio Art/Design (XSU)

17. **List existing course(s) for which this course will be a prerequisite.** Adding a “new course” as a prerequisite to an existing course will likely cause enrollment problems. (Please submit a prerequisite change form for each course for which this course will serve as a prerequisite.)

N/A

18. **What resources, technology or equipment must be acquired to teach this course?** List items, which must be purchased and estimate cost. (Be specific, e.g., technology software, equipment, computer lab; etc.)

None/existing resources are adequate

19. **The UCO Library has the required library resources available for this new course?**

- [x] Yes  
- [ ] No  

If yes, provide names of Librarian/Faculty Liaisons contacted, dates, and results of discussion.

According to Kirsten Davis (February 28, 2020; see attached), “given that these are essentially rearrangements of existing programs/classes, things should be fine from a resources perspective.”

If no, what additional library resources must be acquired for this new course? List items which must be purchased and estimated cost. (Be specific, e.g., books, magazines, journals, etc.)

N/A – None needed

20. **Names of current faculty qualified to teach this course.**
21. Additional faculty (adjunct or full-time) required and specific competencies required to teach this course:

No additional faculty are needed at this time. A background in school psychology is needed to teach the course.

22. How will this course be staffed and equipped? Identify the additional costs associated with this new course. If no costs, explain why not.

This course will be part of the regular rotation of courses offered in the major and will not require any new staff or equipment to be offered; that is, faculty loads will be adjusted to accommodate changes in the curriculum (specifically, the number of core required classes will decrease to allow to the addition of elective courses in the curriculum). As such, the funds to support this course will come from an internal reallocation of the departmental budget.

23. Identify the source(s) of funds for any additional costs for the new course. i.e. internal reallocations, special fees from students, etc. If you plan to propose special fees be assessed for this course, be aware there is a separate approval process for special fees.

This course will be part of the regular rotation of courses offered in the major and will not require any new staff or equipment to be offered; that is, faculty loads will be adjusted to accommodate changes in the curriculum (specifically, the number of core required classes will decrease to allow to the addition of elective courses in the curriculum). As such, the funds to support this course will come from an internal reallocation of the departmental budget.

24. Projected enrollment for two academic years following approval of new course:

<table>
<thead>
<tr>
<th>Semester</th>
<th>2021</th>
<th>2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>35</td>
<td>35</td>
</tr>
<tr>
<td>Summer</td>
<td></td>
<td></td>
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</tbody>
</table>

25. Using State Regents' definition of liberal arts and sciences (quoted below), characterize the course as follows:

| | Non-liberal arts and sciences |
| | Liberal arts and sciences |

"The liberal arts and sciences are defined as those traditional fields of study in the humanities; social and behavioral sciences; communications; natural and life sciences, mathematics; and the history, literature, and theory of fine arts (music, art, drama, dance). Courses in these fields whose primary purpose is directed toward specific occupational or professional objectives, or courses in the arts which rely substantially on studio or performance work are not considered to be liberal arts and sciences for the purpose of this policy. Courses required for the General Educational Program are not necessarily synonymous or mutually exclusive with the liberal arts and sciences." State Regents Policy and Procedures, Chapter 2, Section 5, "Degree Requirements" part 1, (2), P. II-2-86

26. Please provide a concise, yet comprehensive, statement that explains the reasons for requesting the new course. Include documentation or assessment information supporting the specific request (if possible). Indicate the expected source of student enrollment (majors, minors, programs etc.)

The new course is part of a new curriculum proposal for undergraduate psychology students to help them identify specialized areas of interest and help prepare them for early careers and/or pursuit of a graduate level degree. A recent survey completed by the psychology department last spring (2019), polled graduating psychology undergraduate students about the aspects of the program including their plans after graduation and which courses were found most helpful...
for their careers. Results indicated eleven of the sixteen students reported an interest and plan of continuing to a graduate program. This course not only offers an additional option for students to explore a field of psychology often overlooked who have an interest in working with children, families, and schools, but also helps prepare potential students for continued degrees outside of the undergraduate program.

27 Which of the six transformative learning tenets does this course incorporate? (check all that apply or only those that apply) This question was a directive from the Provost and is used for informational purposes.

| Discipline Knowledge        | X |
| Leadership                  |   |
| Research, Scholarly and Creative Activities | X |
| Service Learning and Civic Engagement         | X |
| Global and Cultural Competencies          | X |
| Health and Wellness                  |   |

28. Clearly explain how the characteristics of this course meet or exceed those outlined in Course Level Characteristics. (Copy and paste table from “Course Level Characteristics” document for the appropriate course level of proposed course. Document may be found on: http://sites.uco.edu/academic-affairs/files/course-level-characteristics-table.doc .

### 3000 LEVEL COURSES

<table>
<thead>
<tr>
<th>Course Level Characteristics</th>
<th>Please describe how this course meets this requirement.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. It is assumed that students in these courses have completed sufficient course work to have attained junior standing.</td>
<td>This will be met by students meeting the prerequisite of Psychological Statistics (which has a pre-requisite of General Psychology)</td>
</tr>
<tr>
<td>2. These courses should be offered at a level of instruction that assumes a foundation of study in the discipline, which most often would have been gained through one or more introductory courses.</td>
<td>This will be met by students meeting the prerequisite of Psychological Statistics (which has a pre-requisite of General Psychology)</td>
</tr>
<tr>
<td>3. Students in these courses should be required to undertake a scholarly activity in addition to classroom instruction, such as a written research project, library assignment, juried performance, or creative work.</td>
<td>This will be met by including at least one activity that requires students to read/analyze/synthesize information in the field as part of a written assignment.</td>
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<tr>
<td>4. These courses should be more specialized in content than lower division courses.</td>
<td>This course represents an entire semester on specialized content relating to only the field of school psychology and content not found in other undergraduate courses.</td>
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</table>