

15 Proposal # (Academic Affairs use only) S20psy9 Proposal # (College use only)

REQUEST FOR A NEW PROGRAM

University of Central Oklahoma

Proposed Name of Program (limited to 30 spaces)

School Psychology

Name of Program: (full name of the program if longer than 30 characters)

School Psychology

Degree Designation (ex. B.S., M.A.)

Ed.S.

Program Director

Megan Purdum Larson

Specialty Accrediting Agency

National Association of School Psychologists

CIP Code: 42.2805

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

Date submitted to Provost Cabinet: Sept. 2 - Dean's Council

All proposals for new programs and majors must be presented by the College Dean to the Provost Cabinet for prioritization, planning and approval to proceed.

Psychology

Department submitting the proposal

Megan Purdum

mpurdum1@uco.edu

5478

Person to contact with questions

email address

Ext. number

Approved by:

[Signature] 7/29/20
Department Chair Date

[Signature] 8/21/20
College Curriculum Committee Chair Date
(Please notify department chair when proposal is forwarded to dean.)

[Signature] 8/21/20
College Dean Date
(Please notify department chair when proposal is forwarded to AA.)

Academic Affairs Curriculum or Graduate Council Date

Office of Academic Affairs Date

Effective term for this program change
(Assigned by Academic Affairs)

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Evaluation Criteria

All actions in the approval of new programs for public institutions are subject to a stipulation regarding the program's ability to attain specified goals that have been established by the institution and approved by the State Regents. At the conclusion of an appropriate period of time, the program's performance shall be reviewed on the basis of the specified goals in a manner mutually satisfactory to the sponsoring institution and the State Regents. Final endorsement of the program will depend on demonstrated viability.

A. Centrality of the Proposed Program to the Institution's Mission and Approved Function(s)

A program should adhere to the role and scope of the institution as set forth in its mission statement and as complemented by the institution's academic plan. List the objectives of the proposed program and explain how the proposed program relates to the institutional mission, academic plan, and approved function(s). An evaluation will be made as to the centrality of the program to the institution's mission. There are certain circumstances when institutions may request approval to offer programs outside their function as stated in the *Functions of Public Institutions* policy. However, budget constraints, system efficiency, and concerns about institutional capacity and priorities may further limit expansion of programmatic functions. Requests of this nature should be on a limited basis. (*Institution's response/rationale should follow each criteria, A through I of this policy;*

Institutions requesting programs outside their approved programmatic function should contact Dr. Debbie Blanke (405-225-9145) or Dr. Stephanie Beauchamp (405-225-9399) for additional information and forms.

Program Objectives

1. Use several models and methods of assessment in order to identify individual and group strengths and needs and use these models and methods as part of a systematic data collection system for evidence-based decision making.
2. Collaborate effectively with others in planning and making decisions at the individual, group, and system levels using consultation and collaboration models best suited to the situation at hand.
3. Work collaboratively with others in developing appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs and evaluate the effectiveness of selected interventions.
4. Use knowledge of human developmental processes to collaboratively assess and design services that will enhance the behavioral, affective, adaptive, and social skill development of students of varying abilities, disabilities, strengths, and needs as well as implement and evaluate those services.
5. Demonstrate the sensitivity and skills needed to work within various school cultures and with individuals of diverse characteristics and implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.
6. Integrate knowledge of schools, regular, and special education services as well as other service delivery systems to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.
7. Use knowledge of human development, psychopathology, and associated biological, cultural, and social influences on human behavior to provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of all students.
8. Work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families by using knowledge of family systems and service delivery methods that combine home, school, and community resources.
9. Evaluate research across all the fields that impact school psychology and translate good research into practice and be able to plan and conduct investigations and program evaluations needed to improve services.
10. Represent the profession of school psychology by understanding the history and foundations of the profession; knowing various service models and methods, continually upgrading professional knowledge, and maintaining a posture of practice that maintains the highest ethical, professional, and legal standards.

The School Psychology Program will continue to reflect UCO's mission through the Education Specialist degree by helping students learn and providing a transformative education experience. Through the sequential course work and course objectives, students will become productive, creative, ethical, and engaged citizens and leaders serving our global community. The program embraces an ecological-behavioral philosophical framework to guide training of practitioners by providing students with the tools to change behaviors within the context of the school, classroom, and family. Students are also trained within the scientist-practitioner framework in order to examine prevailing theories and practice in order to develop a professional model of practice that employs evidence-based decision making and emphasizes accountability.

Students will have several opportunities to demonstrate acquired knowledge, skills, and provide services directly in the community through our campus clinic and practicums in the surrounding school districts. They will demonstrate leadership skills and promote ethical engagement through the advocacy for children throughout completing the program and after completion by maintaining proper credentials. Students will not only be productive members of the community through their services but also by being an active member at the state and national level through continued education, research, and mentorships. As part of the overall mission and vision, the School Psychology program will prepare students who contribute in an intellectual, cultural, economic and social advancement manner to serve children, families, schools, and the community.

B. Curriculum

The curriculum should be structured to meet the stated objectives of the program. Explain how the curriculum achieves the objectives of the program by describing the relationship between the overall curriculum or the major curricular components and the program objectives.

Education Specialist (Ed.S.) – School Psychology			74
Fall – First Year			
PSY	5193	Experimental Design	3
PSY	5823	ABA I: Foundations in Behavior Analysis	3
PSY	5473	Individual Counseling	3
PSY	5722	Introduction to School Psychological Services	2
Spring – First Year			
PSY	5153	Cognitive Assessment	3
PSY	5833	ABA II: Application of Techniques in Applied Behavior (<i>PSY 5823</i>)	3
PSY	5883	School Based Psycho-educational Intervention	3
PSY	5233	Psychopathology	3
Summer – First Year			
PSY	5563	Advanced Social Psychology	3
PSY	5143	Advanced Developmental Psychology	3
Fall – Second Year			
PSY	5253	Personality Psychopathology & Assessment (<i>PSY 5153</i>)	3
PSY	5853	ABA III: Topics in Applied Behavior Analysis (<i>submitted course prerequisite change "PSY 5823 and PSY 5833</i>)	3
PSY	5893	Consultation in School Psychology	3
PSY	5773	Personnel & Program Management (<i>PSY 5823</i>)	3
Spring – Second Year			
PSY	5813	Diagnostic Testing Techniques (<i>PSY 5813</i>)	3
PSY	5863	ABA IV: Single Subject Design (<i>submitted course prerequisite change to "PSY 5823, PSY 5833, PSY 5853</i>)	3
PSY	5523	Child & Adolescent Counseling (<i>PSY 5473</i>)	3
PSY	5xx3	Crisis Prevention and Intervention in Schools *	3

Summer – Second Year

PSY	5873	Ethical Conduct & Prin ABA (<i>submitted course prerequisite change to “PSY 5823 and 5833”</i>)	3
PSY	5033	Culture & Gender Diversity	3

Fall – Third Year

PSY	5900	Practicum I: Multi-tier Prevention & Intervention Systems (submitted course prerequisite change to “Either PSY 5483, 5813, or 5853”	3
PSY	5900	Practicum II: Clinical Based Services	3

Spring – Third Year

PSY	5900	Practicum III: School Psychological Services	3
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Fall – Fourth Year

PSY	5950	Internship: School Psychological Services	3
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Spring – Fourth Year

PSY	5950	Internship: School Psychological Services	3
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Total Hours **74**

**Students must complete a total of 1200 clock hours for Internship. Students will not graduate until these hours and all other hours of practicum and supervision are complete.*

** For school psychology students completing the coursework requirements for national credentialing as a Board Certified Behavior Analyst, 1500 clock hours of supervision are required prior to eligibility to sit for the national BCBA exam. State Licensure requires course completion, passing the national exam, and completing the State of Oklahoma application for licensure (through the Department of Human Services).*

The School Psychology Program at the University of Central Oklahoma is designed to prepare school psychologists who work at the specialist level with children, youth, and families to prevent and solve individual, school and family-related problems. Our philosophy is that all children and youth have a right to maximize their personal potential, gain social competencies, and accomplish meaningful goals. We believe that prevention is the best intervention; however, when problems arise, we believe that problem solving must occur in the full light of cultural, ethnic, and family diversity with particular attention given the culture of the school in which the problem exists. The program emphasizes utilizing the full range of psychological services in schools and school-related mental health settings. The school psychologist’s role is viewed as one that includes the prevention, assessment, and remediation of child and adolescent learning and behavior problems through direct and indirect services. Training is broad and provided in the context of research and highest ethical standards and adheres to the conceptual framework of the College of Education. (Program objectives are based on the NASP domains National Association of School Psychologists standards for training and practice.) School Psychology is accredited by NASP.

In addition to the core school psychology courses covering prevention, intervention (academic/behavior), assessment, and consultation, students also gain competencies in the area of behavior modification and can obtain national credentialing as a Board Certified Behavior Analyst through the built in ABA courses and supervision (1500 hours). Additional mental health awareness is gained through psychopathology, counseling, ethics, and culture and diversity courses.

The coursework has been approved by the National Association of School Psychologists (NASP) to meet the coursework requirements for certification as a Nationally Certified School Psychologist (after passing the national certification exam). The completion of the Education Specialist degree is met after students complete the listed

coursework (including required hours for practicums and clinic work), taking and passing the national certification exam, and completion of all internship requirements and hours.

For undergraduate degree programs only

As part of the broader work of the Mathematics Success Initiative, the Math Pathways Task Force has identified four gateway mathematics courses that are suitable general education mathematics course options. These courses, *College Algebra/Pre-Calculus*, *Introduction to Statistics*, *Functions and Modeling*, and *Quantitative Reasoning*, are included on the Course Equivalency Project transfer matrix and provide rigorous mathematical content that is more relevant and appropriate for specific academic majors.

If the proposed program requires a general education mathematics course, please complete the following questions:

1. Which mathematics course is required as part of the general education requirements? If the program allows for multiple gateway mathematics course options, provide a rationale for each.
Click here to enter text.
2. Describe how the mathematics course was selected and how it best meets the needs of the program's students. Click here to enter text.
3. How does this mathematics course articulate with your partner institutions? Click here to enter text.

(For more information regarding the gateway mathematics courses, please contact Dr. Rachel Bates (405) 225-9168)

The proposed program must meet the State Regents' minimum curricular standards including the total credit hour requirements for program completion, liberal arts and sciences, general education, and area of specialization credit hour requirements (refer to State Regents' Policy 3.15 Undergraduate Degree Requirements). Additionally, the curriculum should be compatible with accreditation or certification standards, where available. Any clinical, practicum, field work, thesis, or dissertation requirements should be included in the proposal.

Provide the following information for the program and for each option (some categories may not apply to all programs):

For Master's and Doctorate Degrees:

Total number of hours required for degree:	74
Number of hours in program core:	74
Number of hours in option (if applicable):	
Number of hours in thesis/dissertation/project:	6
Number of hours in electives (if applicable):	

For Bachelor's and AA/AS Degrees:

Total number of hours required for degree:	
Number of hours in general education:	
Number of hours in major:	
Number of hours in degree program core (if applicable):	
Number of hours in option (if applicable):	
Number of hours in guided electives (if applicable):	
Number of hours in general electives (if applicable):	

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For AAS Degrees:

Total number of hours required for degree:

Number of hours in general education:

Number of hours in technical specialty:

Number of hours in technical support courses (if applicable):

Number of hours in technical related coursework (if applicable):

Describe how the proposed program will articulate with related programs in the state. It should describe the extent to which student transfer has been explored and coordinated with other institutions.

Students who complete an undergraduate degree from an accredited college or university will be eligible to apply, and if accepted, enter the program. Students enter as a cohort and are expected to follow the course sequences as courses build on one another. Any transfer students from a different university or UCO will be considered and will still be required to complete all courses as listed and through the same sequential manner.

Specific curricular information. List courses under the appropriate curricular headings and asterisk new courses. In the curriculum description, indicate the total number of new courses and how development will be funded. If a course has a prerequisite, list the prerequisite courses in parentheses. NOTE: All prerequisite courses must be included as part of the undergraduate or graduate degree requirements. For undergraduate degrees, specific General Education requirements must be included.

The Education Specialist degree (Ed.S.) in school psychology will be similar to the previous Master's of Arts in Psychology, with the option of School Psychology. The MA degree was previously approved by NASP and CAEP and required students to complete a minimum of 62 total credit hours which included the MA degree and the additional post-degree internship. The new proposed Ed.S. degree follows the same course sequence with addition of credit hours in the following: Practicum I, Practicum II, and Internship, to reflect the time and work students dedicate to their studies. The new program also add three courses: PSY 5033 Culture & Gender Diversity, PSY 5844 Personnel & Program Management, and a newly developed course – Crisis Prevention and Intervention in Schools. With the modifications suggested, the new total number of hours for completion of the Ed.S. degree will be 74 Since students enter the program and proceed through a cohort model, courses are sequential therefore no specific prerequisite courses.

Education Specialist (Ed.S.) – School Psychology 74

Fall – First Year

PSY	5193	Experimental Design	3
PSY	5823	ABA I: Foundations in Behavior Analysis	3
PSY	5473	Individual Counseling	3
PSY	5722	Introduction to School Psychological Services	2

Spring – First Year

PSY	5153	Cognitive Assessment	3
PSY	5833	ABA II: Application of Techniques in Applied Behavior (PSY 5823)	3
PSY	5883	School Based Psycho-educational Intervention	3
PSY	5233	Psychopathology	3

Summer – First Year

PSY	5563	Advanced Social Psychology	3
PSY	5143	Advanced Developmental Psychology	3

Fall – Second Year

33

PSY	5253	Personality Psychopathology & Assessment (<i>PSY 5153</i>)	3
PSY	5853	ABA III: Topics in Applied Behavior Analysis (<i>submitted course prerequisite change "PSY 5823 and PSY 5833"</i>)	3
PSY	5893	Consultation in School Psychology	3
PSY	5773	Personnel & Program Management (<i>PSY 5823</i>)	3
Spring – Second Year			
PSY	5813	Diagnostic Testing Techniques (<i>PSY 5153</i>)	3
PSY	5863	ABA IV: Single Subject Design (<i>submitted course prerequisite change to "PSY 5823, PSY 5833, PSY 5853"</i>)	3
PSY	5523	Child & Adolescent Counseling (<i>PSY 5473</i>)	3
PSY	5xx3	Crisis Prevention and Intervention in Schools *	3
Summer – Second Year			
PSY	5873	Ethical Conduct & Prin ABA (<i>submitted course prerequisite change to "PSY 5823 and 5833"</i>)	3
PSY	5033	Culture & Gender Diversity	3
Fall – Third Year			
PSY	5900	Practicum I: Multi-tier Prevention & Intervention Systems (<i>submitted course prerequisite change to "Either PSY 5483, 5813, or 5853"</i>)	3
PSY	5900	Practicum II: Clinical Based Services	3
Spring – Third Year			
PSY	5900	Practicum III: School Psychological Services	3
Fall – Fourth Year			
PSY	5950	Internship: School Psychological Services	3
Spring – Fourth Year			
PSY	5950	Internship: School Psychological Services	3
Total Hours			74

C. Academic Standards

Clearly state the admission, retention, and graduation standards which, must be equal to or higher than the State Regents' policy requirements, and should be designed to encourage high quality.

Admission:

For admission to the School Psychology Program, candidates must complete the following steps:

1. Apply to the UCO Jackson College of Graduate Studies
2. Complete the School Psychology Application and provide required documents including official transcripts from all colleges and universities attended, three letters of recommendation, personal statement, and official GRE scores
3. Completion of pre-requisites or courses equivalent
 - Candidates must have a minimum undergraduate GPA of 3.0 or higher OR a 3.0 in the last 60 hours attempted.
 - Candidates with a GRE score of 290 OR a score of 3.5 in Writing are preferred.

*Some students may be admitted on a provisional basis at the discretion of the program coordinator and per admissions of Graduate Studies.

Retention and Graduation Standards:

1. Plan of Study – Students will submit a plan of study, or summary of course requirements, indicating the trajectory of the sequential courses. Each year, students will enter in as a new cohort and will move through the program together. Some exception may be made due to potential waived courses or transfers into the program from a different major. Students must meet with an advisor and obtain approval for the proposed Plan of Study. They must then file it with the Psychology Department and subsequently with the Jackson College of Graduate Studies (JCGS). The plan must be signed and dated by the student and the graduate program advisor before it can be considered official.
2. The student must maintain an overall GPA of 3.00 or higher.
3. No more than six hours of “C” will be applied to the degree requirements.
4. Students must complete all courses, practicums, clinic experiences, and internship per program guidelines and required hours of supervision.
5. Completion of national examination as set by the national accreditation of the National Association of School Psychologists (NASP).
6. Apply for graduation through the JCGS by advertised deadline.

D. Faculty

Faculty resources shall be demonstrated to be adequate and appropriate for the proposed program. The number of faculty will meet external standards where appropriate. The qualifications of faculty will support the objectives and curriculum of the proposed program. Faculty qualifications, such as educational background, non-collegiate and collegiate experience, and research and service interests and contributions, which relate to the proposed program, should be summarized. The institution must demonstrate that core programmatic faculty possess the academic and research credentials appropriate to support the program. Attach faculty vita or provide explicit summaries.

Megan E. Purdum PhD, NCSP will act as the program coordinator for the Education Specialist degree in School Psychology. Dr. Purdum will also act as the advisory faculty member for students and will teach the primary school psychology courses. She holds additional certificates with the State Board of Education (teaching certificate for school psychologists) and the National Association of School Psychologist (national certified school psychologist). Dr. Purdum has worked as a full-time school psychologist in the field for eight years and has experiences as a behavioral health psychologist, as well as experience in the areas of outreach and prevention, counseling, and as a student supervisor and mentor. Dr. Purdum has taught courses in school

psychology as an adjunct before becoming a full-time faculty member. She currently is responsible for the oversight of the accreditation process for NASP and CAEP for the current MA – in Psychology, option in School Psychology and acts as the faculty advisor to the school psychology graduate organization for students (SSPA). Dr. Purdum has developed relationships with surrounding school districts and organizations to help students obtain hands on experiences during their practicums, clinic work, and internship through supervised practice and mentorship. She continues to work on these relationships and connect to the community by providing services, furthering her own education, research, and collaboration with others in the field.

Dr. Purdum currently teaches the main courses related to school psychology as well as other courses required, and supervises all practicums, clinic experiences, and internship (with the exception of practicums related to applied behavioral analysis courses). Dr. Singleton teaches the applied behavioral analysis courses with some help from an adjunct who has currently been teaching at UCO with the program for years. Additional courses are taught by other faculty members within the psychology department as part of other department graduate programs. New faculty will not be required but would be substantially helpful to cover all courses without additional adjuncts.

The following is a list of the proposed program courses and the qualified faculty who currently teach them.

Course #	Course Name	Qualified Instructor
PSY 5193	Experimental Design	Dr. Mickie Vanhoy/Dr. Alicia Limke-McLean
PSY 5823	ABA I: Foundations of Behavior Analysis	Dr. Scott Singleton
PSY 5473	Individual Counseling	Dr. Lorry Youll
PSY 5722	Introduction to School Psychological Services	Dr. Megan Purdum
PSY 5153	Cognitive Assessment	Dr. Lorry Youll
PSY 5833	ABA II: Application of Techniques in ABA	Dr. Scott Singleton
PSY 5883	School Based Psycho-educational Intervention	Dr. Scott Singleton
PSY 5233	Psychopathology	Dr. Megan Purdum
PSY 5563	Advanced Social Psychology	Dr. Alicia Limke-McLean
PSY 5143	Advanced Developmental Psychology	Dr. Nora Gayzur
PSY 5253	Personality Psychopathology & Assessment	Dr. Caleb Lack/Dr. Purdum/Adjunct
PSY 5853	ABA III: Topics in ABA	Dr. Scott Singleton
PSY 5893	Consultation in School Psychology	Dr. Megan Purdum
PSY 5773	Personnel and Program Management	Dr. Scott Singleton
PSY 5813	Diagnostic Testing Techniques	Dr. Megan Purdum
PSY 5863	ABA IV: Single Subject Design	Dr. Scott Singleton
PSY 5523	Child and Adolescent Counseling	Dr. Caleb Lack
PSY 5xx3	***Crisis Prevention and Intervention in Schools*** New Course Addition	***Ph.D. adjunct requested***
PSY 5873	Ethical Conduct and Principles of ABA	Dr. Scott Singleton
PSY 5033	Culture & Gender Diversity	Dr. Lorry Youll
PSY 5902	Practicum I: Multi-tier Prevention & Intervention Systems	Dr. Scott Singleton
PSY 5902	Practicum II: Clinical Based Services	Dr. Megan Purdum
PSY 5902	Practicum III: School Psychological Services	Dr. Megan Purdum
PSY 5952	Internship: School Psychological Services	Dr. Megan Purdum

E. Support Resources

Access to the qualitative and quantitative library resources must be appropriate for the proposed program and should meet recognized standards for study at a particular level or in a particular field where such standards are available. Books, periodicals, microfilms, microfiche, monographs, and other collections shall be sufficient in number, quality, and currency to serve the program. Adequacy of electronic access, library facilities, and human resources to service the proposed program in terms of students and faculty will be considered.

Physical facilities and instructional equipment must be adequate to support a high quality program. The proposal must address the availability of classroom, laboratory, and office space as well as any equipment needs. Describe all resources available.

Students currently in the MA – School Psychology program have demonstrated that resources currently in place are sufficient. Previous and current students have completed coursework and practicums/internships utilizing the current available resources. Proposed changes are minor and include addition to credit hours for three existing courses, exchange of 2 three hour courses for 2 existing three hour Psychology courses, addition of 3 additional three hour courses, and a newly proposed course that will be covered by a proposed adjunct. The current proposed program simply adds hours, adds 3 existing courses, and adds a newly proposed course. Number of total hours increase from 62 to 74 credit hours and helps acknowledge the specialized skill sets the students acquire earning the Education Specialist degree.

F. Demand for the Program

Proposed programs must respond to the needs of the larger economic and social environment. Thus, the institution must demonstrate demand for the proposed program.

1. Student Demand: Clearly describe all evidence of student demand, normally in the form of surveys of potential students and/or enrollments in related programs at the institution, which should be adequate to expect a reasonable level of productivity.

The need for these changes is crucial for the School Psychology Program to grow and provide students with the best education and educational and professional opportunities possible. The Ed.S. degree is held to a higher standard in the field of School Psychology in comparison to a master's degree. Often, an individual with a master's in School Psychology is only recognized as being a psychometrist with limited skills, which can cause significant confusion to employers who are hiring our students who have earned their masters and completed additional hours to meet the NASP accreditation requirements. Most School Psychology programs offer an Ed.S. or Ph.D. with a master's degree built into the course sequence. Earning the Ed.S. degree impacts not only employment, but also their potential salaries. There are currently two other programs in the state of Oklahoma who offer an Ed.S. Degree and are NASP approved: Oklahoma State University and Southwestern Oklahoma State University (most recently approved in 2018). SWOSU's total earned hours for their degree is 66 and OSU's total hours can exceed 80. Recommended changes above are reflective of comparisons made between these programs and UCO's current program, which already matches SWOSU's requirements for their Ed.S. degree. In order to be competitive and meet the needs of our students, the program needs to grow, change, and adapt as well. Specifically in offering not only the master's degree, but the Ed.S. Degree. These changes should be recognized for the work the students are already demonstrating through the course sequence that is already NASP approved at the master's level and the hours already totaling close to what SWOSU currently offers as their Ed.S. Degree.

Current students have voiced opinions and feedback in favor for the addition of coursework and change in degree. Survey conducted and collected from previous students demonstrate a need for additional training in above stated areas.

- Employer Demand: Clearly describe all evidence of sufficient employer demand, especially in the five workforce ecosystems developed by the State Department of Commerce that includes aerospace and defense, energy, agriculture and biosciences, information and financial services, and transportation and distribution. This demand can be demonstrated in the form of anticipated openings in an appropriate service area and in relation to existing production of graduates for the institution's service area and/or state. Such evidence may include employer surveys, current labor market analyses, and future manpower projections. Where appropriate, evidence should demonstrate employers' preferences for graduates of the proposed program over persons having alternative existing credentials and employers' willingness to pay higher salaries to graduates of the proposed program.

Demand for school psychologists is exceptionally strong and on the rise. As life has become more stressful, schools and communities have come under increasing pressure to provide mental health and instructional support for children and youth. Prospective students will find expanding job opportunities through 2022, according to the Bureau of Labor statistics (2014). They cite school psychologists with a specialist degree as among those having the best prospects. Fifty-five percent of school psychologists have a specialist degree or certificate of advanced graduate degree; 20% a master's degree; and 25% a doctoral degree in school psychology (Walcott & Hyson, 2018).

Bureau of Labor Statistics, U.S. Department of Labor. (2015). Occupational outlook handbook. Washington, DC: Author. Retrieved from <https://www.bls.gov/ooh/life-physical-and-social-science/psychologists.htm>

Walcott, C. M., Charvat, J., McNamara, K. M., & Hyson, D. M. (2016, February). School psychology at a glance: 2015 member survey results. Special session presented at the Annual Convention of the National Association of School Psychologists, New Orleans, LA.

Walcott, C. M., & Hyson, D. (2018). Results from the NASP 2015 membership survey, part one: Demographics and employment conditions [Research Report]. Bethesda, MD: National Association of School Psychologists.

Estimated Student Demand for the Program

Project estimated student demand for the **first five years** of the program.

Academic Year	Degrees Conferred	Majors (Headcount) Fall Semester
2021	0	10
2022	0	10
2023	0	12
2024	0	13
2025	10	15

Programs are provisionally approved and given enough time for a planning year plus the number of years necessary to produce one graduating class (i.e. a two-year program is allowed three years to meet its graduates and majors goals, a four-year program is allowed five years, etc.) unless the institution makes a specific timeframe request with a strong rationale.

Using the above estimated student demand, please indicate the specific productivity criteria and timeframe for final review of the program:

This program will enroll a minimum of 15 students in fall 2025 (year); and will graduate a minimum of 10 students 2025 -26.

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(NOTE: Productivity data must come from the same academic year. Example: enroll a minimum of 50 students in fall 2015 and graduate a minimum of 35 students in 2015-2016)

Electronic Delivery

Is this program intended to be offered through online delivery or other computer-mediated format or will be advertised as available through online delivery or other computer-mediated format?

Yes No

If yes, describe the delivery method that will be used to deliver the program content (e.g., Blackboard, Desire2Learn, etc.) and the major features that will facilitate learning.

Click here to enter text.

Does your institution have prior Electronic Delivered Program approval?

Yes No

Note: If requesting institution has not gone through the electronic delivery approval process, you must also complete the Institutional Request for Electronic Delivery Approval section beginning on page 9 of this form.

G. Unnecessary Duplication

The elimination of unnecessary program duplication is a high priority of the State Regents. Where other similar programs may serve the same potential student population, the proposed program must be sufficiently different from existing programs or access to existing programs must be sufficiently limited to warrant initiation of a new program.

Provide specific evidence that the proposed program is not unnecessarily duplicative of similar offerings at other state system institutions.

UCO currently has a program similar to the proposed program but only as a Master's of Art in Psychology with the option of declaring the major in school psychology. That degree will be deleted, and the School Psychology Program will be a stand-alone program earning an Education Specialist Degree (Ed.S.). There are currently two other programs in the state of Oklahoma who offer an Ed.S. Degree and are NASP approved: Oklahoma State University and Southwestern Oklahoma State University (most recently approved in 2018). SWOSU's total earned hours for their degree is 66 and OSU's total hours can exceed 80. Recommended changes above are reflective of comparisons made between these programs and UCO's current program, which already matches SWOSU's requirements for their Ed.S. degree. In order to be competitive and meet the needs of our students, the program needs to grow, change, and adapt as well. These changes should be recognized for the work the students are already demonstrating through the course sequence that is already NASP approved at the master's level and the hours already totaling close to what SWOSU currently offers as their Ed.S. Degree.

Have you explored opportunities to collaborate in dual, joint, or consortial programs?

Yes

If yes, explain and, if applicable, attach Memorandum of Understanding and all appropriate documents regarding the dual, joint, or consortial degree plan.

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Click here to enter text.

No

If no, explain

This program would be one of three NASP accredited programs in the state. SWOSU is the most recent to become approved and at the Ed.S. level. OSU is NASP and APA approved. Collaborating with the other two programs would be ineffective due to distance from SWOSU and the focus of EdS and PhD degrees at OSU. The proposed program offers minimum changes to the current Master's program (additional courses, revised credit hours) but with a more significant impact for our students and employers with an outcome of a higher desired and recognizable degree. This is a low risk, high reward result.

H. Cost and Funding of the Proposed Program

The resource requirements and planned sources of funding of the proposed program must be detailed in order to assess the adequacy of the resources to support a quality program. This assessment is to ensure that the program will be efficient in its resource utilization and to assess the impact of this proposed program on the institution's overall need for funds.

Provide evidence of adequate funding, which will include, but not be limited to:

1. Reallocation of Existing Resources: The institution must provide evidence of campus funds to be reallocated to the proposed program. The source and process of reallocation must be specifically detailed. An analysis of the impact of the reduction on existing programs and/or organization units must be presented.

No additional to very minimum funding will be necessary. Proposed increase to credit hours will be reflected by the adjustment on the Plan of Study, two of the additional courses added are already offered from other graduate programs, and the final course added will be taught by an adjunct. The psychology department already houses both the Applied Behavioral Analysis approved course sequence and a Master of Arts in School Psychology coursework which is the foundation of the proposed program. The program coordinator's responsibilities will not change, nor will the accreditation expectations.

2. Tuition and Fees: The institution must provide evidence of a projected increase in total student enrollments to the campus as a result of the proposed program.

As the program increases in size, it will set a maximum number of students accepted yearly to help with enrollment numbers and will be based upon resources available. Since students move through a cohort model, each cohort will have a predetermine number of students accepted, which produces a total number of students in the programs entirety when adding each cohort year together (not to exceed identified capped number). Many other graduate programs within the department of psychology already practicing regulating and capping graduate student acceptances yearly.

Employer demand should also be considered as the need for school psychologist is on the rise due to poor educational resources available to our school districts. The Educational Specialist degree will meet these demands and identify the specific, specialized, and expertise skills these students will acquire throughout the course sequence. Several students have stated a preference in the degree change so they can benefit from elite training offered through UCO, better employment opportunities, and recognition that sets them apart as an expert in their field with the EdS.

3. Discontinuance or Downsizing of an Existing Program or Organizational Unit: The institution must provide adequate documentation to demonstrate sufficient savings to the state to offset new costs and justify approval for the proposed program.

The university already offers a master's level degree in school psychology with the work and course sequence reflective of an Ed.S degree. The proposed program and course sequence is reflective of the current program, with minimum modifications that include already existing coursework, adjustment to credit hours on the Plan of Study, and the additional of a new proposed course that will be taught by the proposed adjunct. There will be no real significant additional resources needed beyond the adjunct salary for 2 three hour classes (1 each semester) and basic printing costs. Using current available assets while offering a higher-level degree will produce a higher enrollment rate for the proposed program, attract prospective students, meet the needs of our students and employers, and create future school psychologist better equipped to manage the ever changing obstacles of the education system and demands within the field.

Cost/Funding Explanation

Complete the following table for the first five years of the proposed program and provide an explanation of how the institution will sustain funding needs for the life of the proposed program in the absence of additional funds from the State Regents. *The total funding and expenses in the table should be the same, or explain sources(s) of additional funding for the proposed program. (NOTE: Each funding and/or expense amount provided must include an explanation regarding the source of the funds or how the funds will be utilized.)

Cost/Funding Summary:

Additional costs will be minimal including an adjunct that will be hired to teach 1 course in the fall & spring and basic printing costs. All coursework is currently offered, or to be offered through the previously existing school psychology master's program and other graduate programs within the department. The potential exception will be the single proposed course addition that will be taught by an adjunct. The overall proposed program change yields a high reward and satisfaction rate to both students and employers.

Program Resource Requirements

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Total Resources Available from Federal Sources					
<i>Explanation: None at this time</i>					
Total Resources Available from Other Non-State Sources					
<i>Explanation: Currently being pursued however there are none at this time.</i>					
Existing State Resources					
<i>Explanation: The amounts above reflect current funds within the College of Education and Professional Studies already budgeted to support programmatic expenses.</i>					
State Resources Available through Internal Allocation and Reallocation					
<i>Explanation: Click here to enter text.</i>					
Student Tuition	\$35,992	\$157,056	\$251,289	\$353,376	\$392,640
<i>Explanation and Calculations (Note: Tuition calculation should be based on the estimated student demanded indicated in section F "Demand for the Program" of this form): The amounts above were calculated based on resident graduate tuition of \$327.20</i>					

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A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
<i>per credit hour. Estimates include a minimum of 24 credit hours per year, per student and enrollment of 10, 20, 32, 45, 50 in years 1 through 5.</i>					
TOTAL	\$35,992	\$157,056	\$251,289	\$353,376	\$392,640

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Administrative/Other Professional Staff					
<i>Explanation: Click here to enter text.</i>					
Faculty	\$5,490	\$5,490	\$5,490	\$5,490	\$5,490
<i>Explanation: Current faculty will teach the majority of existing courses required to complete the program. The above funds indicate the cost of an adjunct with a PhD teaching one course in the fall and spring semester to meet program growth.</i>					
Graduate Assistants					
<i>Explanation: Click here to enter text.</i>					
Student Employees					
<i>Explanation: Click here to enter text.</i>					
Equipment and Instructional Materials					
<i>Explanation: Click here to enter text.</i>					
Library					
<i>Explanation: Click here to enter text.</i>					
Contractual Services					
<i>Explanation: Click here to enter text.</i>					
Other Support Services					
<i>Explanation: Click here to enter text.</i>					
Commodities					
<i>Explanation: Click here to enter text.</i>					
Printing	\$500	\$500	\$500	\$500	\$500
<i>Explanation: Click here to enter text.</i>					
Telecommunications					
<i>Explanation: Click here to enter text.</i>					
Travel					
<i>Explanation: Click here to enter text.</i>					
Awards and Grants					
<i>Explanation: Click here to enter text.</i>					

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TOTAL	\$5,990	\$5,990	\$5,990	\$5,990	\$5,990
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I. Program Review and Assessment

Describe program evaluation procedures for the proposed program. These procedures may include evaluation of courses and faculty by students, administrators, and departmental personnel as appropriate. Plans to implement program review and program outcomes-level student assessment requirements as established by State Regents' policies should be detailed. Program review procedures shall include standards and guidelines for the assessment of student outcomes implied by the program objectives and consistent with the institutional mission.

Assessment of competencies and student disposition is made throughout the course sequence. Program Faculty makes this decision based on evidence that entry criteria are met and at other decision points. During their first year of coursework a student is allowed 2 course grades of C. If a student makes a third C, he/she must retake one of the courses in which a C was earned. If that course, for whatever reason, is removed from the program (through the normal program revision and course revision process), program faculty will select an appropriate/equivalent course from within the Graduate Psychology Department or another department, which the student must take and make a grade of B or higher in order to remain in the program. This must be done before the student is eligible to transition from the coursework phase to the Practicum Phase of their program. All courses are scaled on a 4.0 grade weight.

With advancement into the second year and third years, students will follow the same requirements as mentioned above in regard to grades. Furthermore, students will complete practicums related to the course work and will be evaluated based upon demonstration of content knowledge and skills via final grades, supervisor (site-based supervisor for practicums within the schools and faculty supervisor) rating scales, and self-evaluations. Yearly evaluations of a student's professional disposition, professional conduct, and ethical behavior are also considered prior to transitioning to the Practicum Sequence. This will include a gateway meeting at which the faculty will review data from prior course work. At this meeting, both the student and faculty must agree that the student is ready for accompanying course and program expectations. Students with deficiencies in one or more of these areas may be required to complete a remedial plan prior to the onset of their first practicum course.

Years one through three will prepare students for year four, Internship. Students are responsible for finding appropriate placement. Completion will reflect student performance, two case studies, self-evaluations, and ratings scales from both site-based supervisor and faculty supervisor. Prior to the start of Internship the students must obtain an Internship Site Supervisor Agreement that is signed by the site supervisor, student and the university supervisor. Additionally, students must enroll in a minimum of 3 credit hours, over at least 2 semesters (6 credits total), for Internship. Students who do not have an approved agreement or who have not enrolled may not accumulate hours towards the completion of Internship. The internship supervisor facilitates internship opportunities and provides university supervision of each school psychology candidate. In Oklahoma, there are no provisional certificates or internship certificates. Therefore, prior to accepting an internship, students must successfully pass the Praxis II in School Psychology or the Oklahoma Subject Area Test in School Psychology. The receiving school district then requests the Oklahoma State Board of Education to issue an Emergency Certificate as a School Psychologist. At the end of a successful 1200 clock hour (or more, depending upon school district regulations) supervised internship, the program completer is eligible for Oklahoma Certification as a school psychologist. If the program completer took and passed the Praxis II, they may submit their application to NASP for the NCSP. All program completers who receive the NCSP may use that credential to secure Oklahoma Certification. The NCSP credential also qualifies one for the yearly Oklahoma bonus (currently, \$5,000.00).

The final program assessment will utilize the certification exam. Exam scores are provided to each approved course sequence along with mean national scores. These data will be used to determine the overall effectiveness of the program.

Other documents required for dual or joint degree requests

If requesting a dual or joint degree, attach the New Joint or Dual Program Request cover page.

INSTITUTIONAL REQUEST FOR ELECTRONIC DELIVERY

NOTE: Institutions that have completed the electronic delivery approval process and have been approved to offer electronically delivered programs have already provided the information requested in this section; and therefore, are not required to complete this section. If requesting institution has not completed the electronic delivery approval process must complete all sections on pages 9 – 11 of this form. If you have any questions contact Dr. Stephanie Beauchamp (405-225-9399).

Program Approval Procedures for New Online Programs

Institutions that have not been approved previously to offer online programs are required to request approval as follows: (1) if programs are offered in such a manner that an individual student can take 100 percent of the courses for the major through online delivery or other computer-mediated format; or (2) the program is advertised as available through online delivery or other computer-mediated format. For the purpose of this policy, major is defined as courses in the discipline of the student's declared degree program, excluding support courses, general education courses, and elective courses. Criteria for approval are based on qualitative consideration and the compatibility of the requested offering with the institution's mission and capacity and meeting the required academic standards.

3.16.5 Academic Standards

The expectation is that there is no difference in the academic quality, academic standards including admission and retention standards, and student evaluation standards for courses and programs regardless of delivery method. Electronic media courses and programs must meet the following academic standards.

A. Faculty. Describe the training and faculty development that the faculty receives to achieve competency in the technology required for teaching at a distance.

Click here to enter text.

B. Faculty/Student Interaction. Describe the provisions for appropriate real-time and delayed interaction between faculty and students and among other students enrolled in the class.

Click here to enter text.

C. Academic Integrity. Describe methods that are in place for ensuring academic integrity.

Click here to enter text.

D. Student Confidentiality. Describe methods that are in place to ensure the confidentiality and privacy of student personal data.

Click here to enter text.

E. Identify Verification. Institutions shall have an appropriate method to verify the identity of students taking distance education courses.

Click here to enter text.

F. Advertising. The institution must provide adequate and accurate information to students including but not limited to admission requirements, equipment standards, estimated or average program cost, and other services available. What methods are employed to ensure adequate and accurate information?

Click here to enter text.

G. Learning Resources. Students shall have access to facilities and learning materials on essentially the same basis as students in the same program or course taught at the main campus. Describe the resources that are available to distance learning students.

Click here to enter text.

H. Academic Calendar Requirements. The standards observed relating to the number of course meetings and total time spent in the course or in satisfying the course requirements shall be comparable to those observed on the main campus. An exception to course meeting time is allowed as defined in the Competency-Based Learning (CBL) section in the State Regents' Academic Calendars policy. Institutions utilizing this exception must have documented and validated methods for students to demonstrate competencies, student assessment, and awarding academic credit as required by the CBL section.

Click here to enter text.

I. Admission, Retention, Assessment. Describe the standards used for online student admission, retention, and assessment. Standards shall be the same as those standards observed for the same courses or programs on the originating campus. Similarly, the applicable concurrent enrollment policies apply (see the State Regents' Institutional Admission and Retention and Assessment policies).

Click here to enter text.

J. Student Services. Students shall have access to program guidance and academic support services, including admissions, enrollment, academic advisement, financial aid, and related services on the same basis as the students located on the main campus. Online programs must make these services available to students in electronic format using the working assumption that these students will not be physically present on campus.

Click here to enter text.

K. Technical Support System. Students in electronic media off-campus courses or programs and faculty shall have access to appropriate technical support services. Describe the technical support system that is available for all hardware, software and delivery systems specified by the institution as required for the courses and program.

Click here to enter text.

L. Equipment and Software/Tools. Students must be informed in clear and understandable terms of the electronic or computer resources necessary for successful completion of the class, including, but not limited to, word processing and other productivity tools, e-mail, and Internet services.

Click here to enter text.