EDSP 818 Consultation in Applied Settings-CrsRvs-2016-02-17

- The workflow icon is no longer available. Please click on the Page Status after the orange circle icon near the page title. *

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*

Third Step: Make sure the word *DRAFT* is in yellow at the top of the proposal

Fourth Step: Click on "**EDIT CONTENTS** "(not EDIT) and start completing the template. When exiting or when done, click **"SAVE"** on bottom right

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*Indicates a required field

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Proposing Department/Unit*	Educational and School Psychology	**Contact Phone***	724 357-4787

Course Level*	graduate-level

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
course_title_change
mod_prereq
	course_revision
	
	* Teacher Education: Please complete the Teacher
	   Education section of this form (below)
	
	* Liberal Studies: Please complete the Liberal Studies
	   section of this form (below)
	
	* Distance Education: Please complete the Distance
	   Education section of this form (below)

Rationale for Proposed Changes (All Categories)	
(A) Why is the course being revised/deleted:*	This course is being revised to fulfill the requirements of the American Psychological Association in regard to the proposed PhD Program in School Psychology.
(B) University Senate Summary of Rationale*	*Please enter a single paragraph summary/rationale of changes or proposal for University Senate.* This course is being revised to fulfill the requirements of the American Psychological Association in regard to the proposed PhD Program in School Psychology.

(C) Implications of the change on the program, other programs and the Students:*	The proposed change will benefit the proposed PhD Program because it will position the course to be an approvable component of the PhD Program by accrediting agencies (e.g., the American Psychological Association). The proposed change is not expected to impact other programs.

Current Course Information*		Proposed Changes	
Category A			
(D) Current Prefix*	EDSP	Proposed Prefix	EDSP
(E) Current Number*	818	Proposed Number	818
(F) Current Course Title*	Instructional Consultation	Proposed Course Title	Consultation in Applied Settings
(G) Prerequisite(s)	For approved school psychology candidates; must have taken or take concurrently with EDSP 812 and EDSP 813; permission of instructor.	Proposed Prerequisite(s)	None
(H) Current Catalog Description	Reviews the basic principles of the consultative process as applied to working with teachers and school-based problem-solving teams to help students with academic problems. Students will be expected to demonstrate skill in consultative interviewing regarding academic problems, problem identification, data gathering relevant to both curriculum and the classroom environment, and intervention design, execution, and evaluation in pre-kindergarten through high school settings.	Proposed Catalog Description	Reviews the basic principles of the consultative process as applied to working in applied settings. Students will be expected to demonstrate skill in consultative interviewing regarding client problems; problem identification; the use of assessment data; and intervention design, implementation, and evaluation in schools and other applied settings. Theory, research, and practice as related to consulting in individual and group settings will be addressed.
If changing Category A, no further action required.			
Category B (if no change, leave blank)			
(I) Number of Credits	Class Hours: Lab Hours: Credits:	Proposed Number of Credits	Class Hours: Lab Hours: Credits:

(J) Current Course (Student Learning) Outcomes	1. Participants will identify and demonstrate basic consultative skills: • Goal setting and evaluation • Establishment of rapport • Listening and communication skills • Commitment to the consultative process • Ethical responsibilities • Sensitivity to student and family culture and background 2. Participants will use assessment strategies to appraise students' skills and their responses to interventions 3. Participants will identify and implement a repertoire of evidence-based instructional practices for use in classroom situations. 4, Participants will demonstrate an understanding of the application of the consultative processes to schools and school systems. 5. Participants will demonstrate an understanding of cultural and familial issues that impact the consultation process. 6. Participants will demonstrate an understanding of cultural and familial issues that impact the consultation process.	**Proposed Course (Student Learning) Outcomes**	The student will: 1. Identify and demonstrate basic consultative skills: • Establishment of rapport • Listening and communication skills • Problem identification and goal setting • Commitment to the consultative process • Maintaining ethical responsibilities • Displaying sensitivity to client and family culture and background 2. Use assessment strategies to appraise clients' skills and their responses to interventions. 3. Use assessment strategies for appraising target environments (e.g., schools). 4. Identify and implement a repertoire of evidence-based practices for use in applied situations. 5. **Demonstrate an understanding of the application of the consultative processes to systems** 6. Analyze cultural and familial issues that impact the consultation process. 7. Demonstrate an understanding of and apply professional ethical standards in relation to the practice of consultation.
(K) Dual Listed Courses Only: List Current Learning Outcomes for the Higher-Level Course		**Dual Listed Courses Only: List Proposed Learning Outcomes for the Higher-Level Course**	
(L) 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.*	**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.*

The Problem-Solving Process

The Collaborative Relationship

The Problem Identification Interview

Communication Skills: Practice

Consulting within a Problem-Solving Process: The ICEL-RIOT Framework

Classroom Observation

- State-Event Classroom Observation System (SECOS)
- Behavioral Observation of Students in Schools (BOSS)
- Customizing Behavioral Assessment

Assessment of Academic Learning

- CBA/CBM
- CORE Multiple Measures
- TAPP

Analysis of the Curricular-Instructional System

- Functional Assessment of Academic Behavior (FAAB)
- Shapiro Teacher Interview Form
- FAIR-TA

1. Consultation within a problem-solving format
2. Communication skills
3. Theory and practice of client observation in applied settings
4. The use of client assessment in the consultative process
5. Techniques for assessing environmental factors in applied settings
6. Designing interventions based on assessment data
7. Assessment of student progress in response to intervention
8. Appraising treatment integrity of interventions
9. Team-based consultation within multi-tiered systems of support
10. The use of assessment data in team-based consultation
11. Report writing related to consultation
12. Multi-cultural issues in consultation
13. Legal and ethical issues related to consultation in applied settings

Progress Monitoring	
Graphing Data from Interventions	
Calculating Rate of Improvement	
Calculating Effect Size	
Response to Intervention I: The 3-Tier Model (Overview)	
Response to Intervention II: Practice with Data (Tier 1 and Tier 2 Teaming) Consultee Variables Treatment Integrity	
Response to Intervention III: Using RTI for Eligibility Decision-Making Calculating ROI Outcome Conference	
Writing a Consultation Report Consulting with Parents Legal and Ethical Considerations in Consultation	
Systems consultation	
Multicultural Issues in Consultation	

Distance Education Section

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

If Completing this Section, Check the Box to the Right:	
Course Prefix/Number	
Course Title	
Type of Proposal	*See CBA, Art. 42.D.1 for Definition*
Brief Course Outline	*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* *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.*
Rationale for Proposal (Required Questions from CBA)	
How is/are the instructor(s) qualified **in the Distance Education delivery** **method as well as the discipline?**	

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 **and assignments be addressed?**	

Liberal Studies Section

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

If Completing this Section, **Check the Box to the Right:**	

Liberal Studies Course Designations (Check all that apply)		
Learning Skills:		
Knowledge Area:		
Liberal Studies Elective	*Please mark the designation(s) that apply - must meet at least one*	
Expected Undergraduate Student **Learning Outcomes** **(EUSLOs)**	*Describe how each Student Learning Outcome in the course enables students to become Informed Learners, Empowered Learners and/or Responsible Learners* *See http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694*	
Description of the Required **Content for this Category**	*Narrative on how the course will address the Selected Category Content*	
All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading. **Please answer the following questions.**		

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

Teacher Education Section

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

If Completing this Section, **Check the Box to the Right:**	
Course Designations:	
Key Assessments	
	For both new and revised courses, please attach (see the program education coordinator): • The Overall Program Assessment Matrix • The Key Assessment Guidelines • The Key Assessment Rubric **File** **Modified** ——————————————————— No files shared here yet. • Drag and drop to upload or browse for files
Narrative Description of the **Required Content**	*How the proposal relates to the Education Major*

For Deans Review

Are Resources Available/Sufficient for this Course?

Is the Proposal Congruent with the College Mission?

Has the Proposer Attempted to Resolve Potential Conflicts with Other Academic Units?

Comments:

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