

EDSP 863 Assessment of Personality and Behavior-CrsRvs-2015-12-01

- 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**

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

- DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS***

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*	724-357-3785

Course Level*	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:
	<p>course_prefix_number_change</p> <p>course_revision</p> <p><i>* Teacher Education: Please complete the Teacher Education section of this form (below)</i></p> <p><i>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</i></p> <p><i>* Distance Education: Please complete the Distance Education section of this form (below)</i></p>

Rationale for Proposed Changes (All Categories)	
(A) Why is the course being revised/deleted:*	This course is being revised to fulfill the APA requirements for the proposed PhD Program in School Psychology. The course number is changing to reflect that some MEd and School Psychology Certification students would take this course, in addition to doctoral students. This is a required course for doctoral students.
(B) University Senate Summary of Rationale*	<i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i>

<p>(C) Implications of the change on the program, other programs and the Students:*</p>	<p>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.</p>
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Current Course Information*		Proposed Changes	
Category A			
(D) Current Prefix*	EDSP	Proposed Prefix	EDSP
(E) Current Number*	963	Proposed Number	863
(F) Current Course Title*	Assessment of Personality and Behavior Problems of Children	Proposed Course Title	Assessment of Personality and Behavior
(G) Prerequisite(s)	For approved school psychologist candidates or permission of the instructor.	Proposed Prerequisite(s)	For approved school psychologist candidates or permission of the instructor.
(H) Current Catalog Description	An introduction to various personality and behavior assessment techniques currently used.	Proposed Catalog Description	This course provides an introduction to personality and behavioral assessment techniques.
<i>If changing Category A, no further action required.</i>			
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	<p>The student will demonstrate:</p> <ol style="list-style-type: none"> 1. an understanding of the theoretical and applied issues in assessing problem behavior in children. 2. an understanding of the cultural, environmental, and psychological variables that influence and control problem behavior. 3. an understanding of and skill in interpreting problem behavior from a functional behavioral perspective. 4. an understanding of the impact of cultural diversity issues in the assessment process. 5. skill in selecting assessment procedures given different presenting problems. 6. skill in the following assessment methodologies: behavioral assessment, parent and child interviewing, self-report measures, and behavioral rating scales. 7. skill in organizing evaluation data and generating useful recommendations for intervention. 8. skill in communicating evaluation data and recommendations in both written and oral formats. 9. an understanding of various legal and ethical issues as they apply to assessing problem behavior. 	Proposed Course (Student Learning) Outcomes	<p>The student will:</p> <ol style="list-style-type: none"> 1. articulate theoretical and applied issues in assessing personality and behavioral problems 2. identify the biological and contextual factors (e.g., family, school, peer, cultural, and societal factors) that influence behavior. 3. identify the different classification systems in regards to behavior (e.g., ICD, DSM, IDEA). 4. display an understanding of the impact of cultural diversity issues in the assessment process. 5. select assessment procedures given different presenting problems. 6. demonstrate skill in the following assessment methodologies: behavioral assessment, clinical interviewing, self-report measures, and behavioral rating scales. 7. organize evaluation data and generate useful recommendations for intervention. 8. communicate evaluation data and recommendations in both written and oral formats. 9. display an understanding of various legal and ethical issues as they apply to assessing problem behavior.
(K) Dual Listed Courses Only: List Current Learning Objectives for the Higher-Level Course		Dual Listed Courses Only: List Proposed Learning Objectives for the Higher-Level Course	

<p>(L) Brief Course Outline</p> <p><i>(It is acceptable to copy from old syllabus)</i></p>	<p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration</i></p> <p><i>regarding student work - For every one hour of classroom or direct faculty instruction,</i></p> <p><i>there should be a minimum of two hours of out of class student work.</i></p>	<p>Brief Course Outline</p> <p><i>(Give sufficient detail to communicate the content to faculty across campus.</i></p> <p><i>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</i></p> <p><i>regarding student work - For every one hour of classroom or direct faculty instruction,</i></p> <p><i>there should be a minimum of two hours of out of class student work.</i></p> <ol style="list-style-type: none"> 1. Introduction to personality and behavioral assessment 2. Behavior rating scales 3. Self-report instruments 4. Clinical interviewing 5. Assessment of social skills 6. Assessment of subjective well-being 7. Vocational and interest assessment 8. Report writing 9. Legal and ethical issues in assessment
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Distance Education Section

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

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

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:	<input type="checkbox"/>
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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)	<i>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</i>
Description of the Required Content for this Category	<i>Narrative on how the course will address the Selected Category Content</i>
<p>All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.</p> <p>Please answer the following questions.</p>	
<p>Liberal Studies courses must include</p> <p>the perspectives and contributions</p> <p>of ethnic and racial minorities and</p> <p>of women whenever appropriate to</p> <p>the subject matter. Please explain</p> <p>how this course will meet this</p> <p>criterion.</p>	

<p>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.</p>	
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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	
	<p>For both new and revised courses, please attach (see the program education coordinator):</p> <ul style="list-style-type: none"> • The Overall Program Assessment Matrix • The Key Assessment Guidelines • The Key Assessment Rubric <p style="text-align: center;">File Modified</p> <hr style="width: 20%; margin-left: 0;"/> <p>No files shared here yet.</p> <ul style="list-style-type: none"> • Drag and drop to upload or browse for files
Narrative Description of the Required Content	<i>How the proposal relates to the Education Major</i>

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>