

EDSP 911 Legal and Ethical Principles in School Psychology-NewCrs-2015-11-18

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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-NewCrs-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

When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow.

**Indicates a required field*

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|-----------------------------------|-----------------------------------|------------------------|--------------|
| Proposer* | Dr. Courtney McLaughlin | Proposer Email* | cmc@iup.edu |
| Contact Person* | Dr. Courtney McLaughlin | Contact Email* | cmc@iup.edu |
| Proposing Department/Unit* | Educational and School Psychology | Contact Phone* | 724-357-2316 |

| | |
|-----------------------------|---|
| (A) Course Prefix* | See the Registrar's List of Unavailable Course Numbers at http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=129323 EDSP |
| (B) Course Number* | <i>If Dual Listed, enter both course numbers</i> 911 |
| (C) Course Title* | Legal and Ethical Principles in School Psychology |
| (D) Course Level* | graduate-level |
| (E) Cross Listed* | <i>Dual Listed = Courses listed at two levels, such as undergraduate and graduate, masters and doctoral, etc. Cross Listed = Course has more than one prefix such as GEOG/RGPL 233</i> NO If YES, with: |
| (F) Variable Credit* | NO If YES, enter the number of credits: |
| (G) Variable Title* | NO If YES, enter the title(s): |

| | |
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| (H) Number of Credits* | Class Hours: Lab Hours: Credits:3 |
| (I) Prerequisite(s) | None |
| (J) Co-requisite(s) | <i>This means that another course must be taken in the same semester as the proposed course</i> |
| (K) Additional Information | <p><i>Check all that apply. Note: Additional documentation will be required</i></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> |
| (L) Recommended Class Size | NO Number (Enter Zero if No): If YES: (Check one of the following reasons and provide a narrative explanation) Explain (required): |
| (M) Catalog Description* | <p><i>Guidelines: Do not include pre/co-requisite information here. The registrar prefers a concise description of course content, beginning with an active verb.</i></p> <p>Explores the major federal and state laws and regulations that govern the practice of psychology, particularly as practiced by school psychologists, as well as established ethical principles of major professional organizations. Laws and regulations related to basic and special education and behavior analysis of mental health and behavioral health services in schools and community agencies are addressed. Students are familiarized with the ethical principles of the American Psychological Association, the National Association of School Psychologists, and other national and state-wide organizations.</p> |
| (N) Student Learning Outcomes* | <p><i>These should be measurable, appropriate to the course level, and phrased in terms of <u>student achievement</u>, not instructional or content outcomes</i></p> <p><i>If dual listed, indicate additional learning objectives for the higher level course.</i></p> <p>The student will:</p> <ol style="list-style-type: none"> 1. Analyze case studies involving legal and ethical issues related to the practice of psychology in the schools. 2. Conclude solutions to legal and ethical issues related to the practice of psychology in the schools. 3. Formulate recommendations for solutions or outcomes to a variety of case studies involving legal and ethical issues of psychology in the schools. 4. Assess legal and ethical issues related to privacy, informed consent, confidentiality, and record keeping. 5. Assess legal and ethical issues related to assessment. 6. Assess legal and ethical issues related to interventions. 7. Hypothesize legal and ethical issues in working with teachers and parents. 8. Hypothesize legal and ethical issues in systems-level consultation. 9. Appraise legal and ethical issues in conducting research in the schools. 10. Appraise legal and ethical issues in supervision of psychological services in the schools. |

**(O) 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.

Module 1: Ethics in School Psychology

- Quality Control in School Psychology
- What and Why of Professional Ethics
- Ethics Training and Competencies
- Codes of Ethics
- Unethical Conduct
- Ethical and Legal Decision Making

Module 2: Law and School Psychology

- US Constitution, Statutes and Regulations, Case Law
- Credentialing
- Civil Lawsuits

Module 3: Privacy, Informed Consent, Confidentiality, and Record Keeping

- Privacy
- Informed Consent
- Confidentiality
- Record Keeping

Module 4: Ethical-Legal Issues in the Education of Students with Disabilities Under IDEA

Module 5: Section 504 and Americans with Disabilities Act

Module 6: Ethical and Legal Issues in Psychoeducational Assessment

- Testing/Assessment
- Preassessment
- Assessment Planning, Information Gathering, Interpretation, Nonbiased Assessment, Personality Assessment
- Professional Competence and Autonomy
- Computers and Technology

Module 7: Ethical and Legal Issues in School-Based Interventions

- Academic Interventions
- Behavioral Interventions
- Therapeutic Interventions
- Duty to Protect
- Competence and Responsibility
- Psychopharmacologic Interventions

Module 8: Indirect Services: Issue in Working with Teachers and Parents

- Consultation with Teachings
- Special Issues in working with Parents

Module 9: Research in the Schools: Ethical and Legal Issues

- Student Proficiency
- School Entry
- Grade Retention
- Instructional Grouping
- Discipline
- School Violence Prevention
- Harassment and Discrimination

Module 10: Supervision: Ethical and Legal Issues

- Standards for Supervision
- Professional Disclosure
- Ethical Principles and Supervision
- Liability Issues

| Rationale for Proposal | |
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| (P) Why is this Course Being Proposed?* | This course is being proposed as a key component of the department's proposed PhD Program in School Psychology. The course is needed to address requirements of major accrediting organizations (e.g., the American Psychological Association). |
| (Q) University Senate Summary of Rationale | <p><i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i></p> <p>This course is being proposed as a key component of the department's proposed PhD Program in School Psychology. The course is needed to address requirements of major accrediting organizations (e.g., the American Psychological Association).</p> |
| (R) How Does it Fit into the Departmental Curriculum?* | <p><i>Check all that apply</i></p> <p>Major Requirement</p> <p>If Other, please explain:</p> |
| (S) Is a Similar Class Offered in Other Departments? * | <p>NO</p> <p>Please Provide Comment:</p> |
| (T) Does it Serve the College /University Above and Beyond the Role it Serves in the Department?* | <p>YES</p> <p>Please Provide Comment:</p> <p>The inclusion of this course directly aligns with the IUP Strategic Vision by "demonstrating an excellent return on educational investment" and "responding to the needs of students and society with a range of innovative programs and scholarship." By incorporating the National Association of School Psychologists (NASP) training requirements, which includes group counseling coursework, the IUP School Psychology program will maintain its accreditation, which is critical in ensuring excellent return on educational investment, meeting student needs, and ensuring innovative programming.</p> |
| (U) Who is the Target Audience for the Course?* | <p>Course Designed for Majors</p> <p>If Other, please explain:</p> |
| (V) Implications for Other Departments* | <p>A. What are the implications for other departments?</p> <p>(For Example: overlap of content with other disciplines, requirements for other programs)</p> <p>N/A</p> <p>B. How have you addressed this with other department(s) involved? What was the outcome of that attempt?</p> |

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| (W) Attach Supporting Documents for Implications, if Necessary | <table border="1"> <tr> <td>File</td> <td>Modified</td> </tr> </table> | File | Modified |
| File | Modified | | |
| (X) Are the Resources Adequate?* | <p><i>(i.e. faculty, space, equipment, laboratory supplies, library materials, travel funds, etc.)</i></p> <p>YES</p> <p>Please Provide Comment:</p> | | |

Distance Education Section

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

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| If Completing this Section, Check the Box to the Right: | |
| Course Prefix/Number | |
| Course Title | |
| Type of Proposal | <i>See CBA, Art. 42.D.1 for Definition</i> |
| Brief Course Outline | <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</i></p> <p><i>direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p> |
| 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. | |

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| 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


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| If Completing this Section, Check the Box to the Right: | <input type="checkbox"/> |
|--|--------------------------|

| 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> | |

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| <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</p> <p>reading and use by students of at</p> <p>least one non-textbook work of</p> <p>fiction or non-fiction or a collection</p> <p>of related articles. Please describe</p> <p>how your course will meet this</p> <p>criterion.</p> | |

Teacher Education Section

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

| | |
|---|---|
| <p>If Completing this Section,</p> <p>Check the Box to the Right:</p> | |
| <p>Course Designations:</p> | |
| <p>Key Assessments</p> | |
| | <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/> <p>No files shared here yet.</p> <ul style="list-style-type: none"> • Drag and drop to upload or browse for files  |
| <p>Narrative Description of the Required Content</p> | <p><i>How the proposal relates to the Education Major</i></p> |

For Deans Review

Are Resources Available/Sufficient for this Course?

YES

Is the Proposal Congruent with the College Mission?

YES

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

YES

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>