# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pnggraduate COMMITTEE curriculum PROPOSAL FORM

## Cover page Scroll over blue text to see further [instructions](#instructions)

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| --- | --- | --- | --- | --- | --- | --- |
| A.1. [Course or program](#Proposal) | C.A.G.S. in School Psychology/M.A. in Counseling with a Concentration in Educational Psychology | | | | |  |
| [Replacing](#Ifapplicable) |  | | | | |  |
| A.2. [Proposal type](#type) | Program revision | | | | |  |
| A.3. [Originator](#Originator) | Jenlyn Furey | | School Psychology Program | | CEP Department | |
| A.4. [Rationale](#Rationale)/Context | The purpose of this proposal is to remove the CEP 544 elective option from the school psychology plan of study. Currently, school psychology students complete either SPED534: Involvement of Parents and Families Who Have Children with Disabilities or CEP544: Family Counseling Theory and Practice as a required elective course in their program of study. This change impacts the C.A.G.S. degree in School Psychology.  **Rationale for removing CEP544:**  By removing CEP544 as an elective option, all school psychology students will complete SPED 534. This change will benefit school psychology students and our program in the following ways:   1. This change will allow our program to ensure that all students receive training to work with families of students with disabilities. 2. This change will better meet the training needs of school psychology students because working with families of children with disabilities is an essential role of school psychologists. 3. This change will support the program in meeting accreditation requirements. Specifically, SPED 534 includes readings and assignments that focus on equity (students with disabilities, English Language Learners, and Working with Families), and this is a targeted area for continued improvement in our program. The SPED 534 course has recently been redesigned to better align with FSEHD and Rhode Island Department of Education standards. 4. This change will allow the school psychology program faculty to assess student proficiency when it comes to working with families of students with disabilities. | | | | | |
| A.5. [Student impact](#student_impact) | **Anticipated positive impacts on students:**   1. It will benefit School Psychology students to complete SPED 534 by ensuring that they have training to support families of students with disabilities. 2. Taking SPED 534 will benefit school psychology students because they will collaborate with Special Education faculty and students in the course. In their future careers, school psychology students will work closely with Special Education teachers, so this course provides a valuable opportunity for interdisciplinary collaboration. Similarly, special education students will benefit from having school psychology students in the class.   **Anticipated negative impacts on students:**   1. The changes are not expected to negatively impact School Psychology students. 2. Students in other programs (e.g., Clinical Mental Health Counseling) who plan to enroll in CEP544 may be negatively impacted by these changes, if lower school psychology student enrollment prevents those courses from running. 3. SPED534 could have a higher enrollment, which could negatively impact students taking the class (e.g., if the course filled to capacity and students were not able to enroll). To minimize this potential problem, the chair of Special Education has been notified in advance about potential higher enrollment beginning in Spring 2020. | | | | | |
| A.6. Impact on other programs | 1. As noted in the previous section, removing CEP554 from the School Psychology program of study may have a negative impact on the Clinical Mental Health Counseling program and course instructor due to lower enrollment. In a typical year, 4-6 school psychology students typically enroll in CEP544 (the other half choose the SPED534 option). To minimize this negative impact, School Psychology program faculty contacted CEP544 instructor, in early March 2019 to inform her of the proposed changes. 2. Higher enrollment in SPED534 could have a negative impact on Special Education programs. However, this problem is minimized because we have provided advanced notice to the chair of Special Education. We anticipate that each year, approximately 10-12 school psychology students will enroll in SPED534. In previous years, school psychology enrollment numbers ranged from about 4-7. | | | | | |
| A.7. [Resource impact](#Resource) | *[Faculty PT & FT](#faculty" \o "Need to hire new full-time or part-time faculty? This is where you indicate if this proposal will be affecting FLH in your department/program.)*: | No new faculty will be hired in our department/program, or in other departments/programs. | | | | |
|  | [*Library*:](#library) | No library resources will be impacted by the proposed changes. | | | | |
|  | [*Technology*](#technology) | No technology resources will be impacted by the proposed changes. | | | | |
|  | [*Facilities*](#facilities): | No new facilities will be needed or impacted by the proposed changes. If approved, school psychology students would enrolled in the existing SPED 534 course. | | | | |
|  | Promotion/ Marketing needs | No promotion or marketing resources will be needed as a result of the proposed changes. | | | | |
| A.8. [Semester effective](#Semester_effective) | Fall, 2019 | A.9. Rationale if sooner than next fall | |  | | |

### C. [Program Proposals](#program_proposals)

|  | [Old (for revisions only)](#old_program) | New/revised |
| --- | --- | --- |
| C.1. [Enrollments](#enrollments) |  |  |
| C.2. [Admission requirements](#admissions) |  |  |
| C.3. [Retention requirements](#retention) |  |  |
| C.4. [Course requirements](#course_reqs) for each program option | SPED 534 (3 credit hours)  or CEP 544 (3 credit hours)  Required elective courses (students choose one) | SPED 534 (3 credit hours)  Required course |
| C.5. [Credit count](#credit_count) for each program option | Total Credit Hours for MA/CAGS: 69 | Total Credit Hours for MA/CAGS: 69 |
| C.6. Requirement for thesis, project, or comprehensive exam |  |  |
| C.7. Other changes if any |  |  |

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| **INSTRUCTIONS FOR PREPARING THE CATALOG COPY**: The proposal must include all relevant pages from the college catalog, and must show how the catalog will be revised. (1) Go to the “Forms and Information” page on the Graduate Committee website. Scroll down until you see the Word files for the current catalog. (2) Download ALL catalog sections relevant for this proposal, including course descriptions and/or other affected programs. (3) Place ALL relevant catalog copy into a single file. Put page breaks between sections and delete any catalog pages not relevant for this proposal. (4) Using the track changes function, revise the catalog pages to demonstrate what the information should look like in next year’s catalog. (5) Check the revised catalog pages against the proposal form, especially making sure that program totals are correct if adding/deleting course credits. |

## D. Signatures

* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and relevant dean (e.g. when creating/revising a program using courses from other departments/programs).
* Proposals that do not have appropriate approval signatures will not be considered.
* Type in name of person signing and their position/affiliation.
* Send electronic files of this proposal and accompanying catalog copy to [graduatecommittee@ric.edu](mailto:graduatecommittee@ric.edu) and a printed or electronic signature copy of this form to the current Chair of Graduate Committee. Check Graduate Committee website for due dates.

##### D.1. Approvals: required from programs/departments/deans who originate the proposal. may include multiple departments, e.g., for joint/interdisciplinary prposals.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Jenlyn Furey | Program Director of School Psychology |  |  |
| John Eagle | Chair of Counseling, Educational Leadership, and School Psychology (CEP) Department |  |  |
| Gerri August  Julie Horwitz | Co-Dean of Feinstein School of Education and Human Development (FSEHD) |  | Tab to add rows |

##### D.2. [Acknowledgements](#acknowledge): REQUIRED from OTHER PROGRAMS/DEPARTMENTS IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. List all other programs and departments affected by this proposal. Signatures from these departments are required in the signature section. CONCERNS SHOULD BE BROUGHT TO THE GRADUATE COMMITTEE MEETING FOR DISCUSSION.

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
| --- | --- | --- | --- |
| Monica Darcy | Program Director of Clinical Mental Health Counseling Program |  |  |
| Ying Hui-Michael | Chair, Department of Special Education |  |  |