

Abilene Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Respond In Writing

Course Number: PSYC 678

**or Degree Plan(s): Certificate of Advanced Graduate Studies in
School Psychology/Department of Psychology**

	Campus-Level Academic Review ¹	Chair	=	Chair	=	Chair	=
	Change to a Course Include signatures from all chairs/program directors for cross-listed courses. ¹						
1.	Title (description unchanged)	A	A	A	I	I	I
2.	Description (not affecting content)	A	A	A	I	I	I
3.	Course term(s)	A	I	A	I	I	I
4.	Content (change of course outcomes)	A	A	A	I	I	A
5.	Number of credit hours	A	A	A	A	A	A
6.	Course number within the hundred	A	A	I	I	I	I
7.	Course number beyond the hundred	A	A	A	A	A	A
8.	Prerequisites	A	A	A	I	I	I
9.	Course restriction (e.g., majors only, junior standing)	A	A	A	A	A	A
10.	Level change (U to G or G to U)	A	A	A	A	A	A
11.	Cross list course	A	A	A	A	A	A
12.	Department of record	A	A	A	A	A	A
13.	Open a course	A	A	A	A	A	A
	Change to a Degree Plan						
14.	Educational Program — Revise	A	A	A	A	A	A
15.	Educational Program — Adopt/revise admission requirements	A	A	A	A	A	A
16.	GPA — Revise program-required GPA	A	A	A	A	A	A
17.	Minor — Revise	A	A	A	A	A	A

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Department/School(s)

Chessa Y. Flanagan

02/06/2026

Chair Signature

Date

Rafael J. Lopez

02/06/2026

Chair/Program Director Signature

Date

College Academic Council(s)

Beila Jones

03/06/2026

Chair Signature

Date

Chair Signature

Date

Dean(s)

[Signature]

03/06/2026

Signature

Date

Signature

Date

Teacher Education Council

Signature

Date

**Campus Academic Council:
Abilene Undergraduate or Abilene Graduate**

Signature

Date

Provost

Signature

Date

University General Education Council

Signature

Date

University Faculty

Abilene Faculty Senate Chair signature

Date

Dallas Faculty Council Chair signature

Date

Senior Vice President for Academic Affairs

Signature

Date

President

Signature

Date

Abilene New Course Application

Course ID (<i>Subject Code and Number</i>)	PSYC 678
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1. Systems and Catalog Information Complete each item.

A	Course Developer	Rachel Team and Casey Westmoreland
B	Course Instructor	Adjunct
C	Course Title	School Consultation and Counseling
D	Course Abbreviation for Banner if title is more than 30 characters	School Consultation & Counseling
E	College	CHBS - Health and Behavioral Sciences
F	Department or School	PSYC - Psychology
G	Number of Credit Hours	3
G1	Number of Lecture Contact Hours	3
G2	Number of Lab Contact Hours	0
H	Is the course for a fixed or variable number of credit hours?	Fixed If variable, explain rationale:
I	Is the course repeatable for additional credit?	No
J	Maximum total number of credit hours a student can earn for this course	3
K	Course Schedule Type	<u>Lecture (LEC)</u> See Schedule Type definitions in the Reference section.

L	Number of Faculty Workload Hours	3
M	Grading Mode	<u>Standard</u>
N	Maximum Enrollment	16
O	Catalog Description (50 words or less)	This course addresses family dynamics, communicating and collaborating effectively with parents and others in schools. Emphasizes training in problem identification and problem solving, consensus building, conflict resolution, consultation, and effective communication skills in the context of educating exceptional children. Surveys psychotherapeutic approaches and techniques for addressing youth problems in schools.
P	List any prerequisites (course/s, test scores, class standing, major, etc.)	none
Q	List any corequisites (these <i>must</i> be taken at the same time; note that a single requirement cannot be both a prerequisite <i>and</i> a corequisite)	n/a
R	If the course is cross-listed, specify the subject code and course number of the other course	n/a
S	Does this course require any additional student course fees?	<u>No</u> If yes, attach a completed course fee form (see form "Request to Add or Change Course Fees").
T1	Will the course be offered in fall terms?	<u>Yes, every year</u>
T2	Will the course be offered in spring terms?	<u>Yes, every year</u>
T3	Will the course be offered in summer terms?	<u>Yes, even years</u>

U	First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>	Fall 2026, Session I
V	Is this course required for a program(s)?	<u>Yes</u> If yes, submit a separate completed curriculum proposal to change the program(s).
W	Should the addition of this course be retroactively applied to the degree plan it supports? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	<u>No</u> If yes, provide rationale:
X	Has this course been offered as a Special Topics course? <i>New courses are not required to be taught as Special Topics courses prior to approval.</i>	<u>No</u> If yes, provide course ID, term, and enrollment:
Y	List any courses in which the content overlaps the proposed course. (Course ID and Name). <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering.</i>	This course has combined content from PSYC 683 School Consultation and PSYC 644 Child, Adolescent, and Family Therapy originating from the in-person specialist in school psychology program. This course will only be available to those in the CAGS in School Psychology.

2. Curriculum

A. Explain any effects of this course on any degree plans. If the addition of the course alters program requirements, submit a separate [Approval Chart for Curriculum Change](#) to update the program.

Not applicable. The Certificate of Advanced Graduate Studies (CAGS) in School Psychology is a new program. This course will only be available to those in the School Psychology Retraining Program, for which they will be seeking certification, not a terminal degree.

B. Justify the addition of this course to the current curriculum, explaining the gap it meets.

The Certificate in School Psychology is a new program and consolidates aligned courses from the traditional Specialist in School Psychology program due to the student's existing professional experience and coursework. This course prepares students in the CAGS in school psychology program to obtain the knowledge and skills required for school psychology licensure in Texas and subsequent employment as a school psychologist.

3. Course Design

A. Audience and Course Goal

1. Describe the intended audience, including prerequisite skills. Students with an existing master's-level degree work and school-based experience in a related field pursuing a certificate in school psychology. Minimum of 3 years working in schools.
2. State the overarching course goal(s) in performance terms: After completing this course, students will have obtained knowledge and comprehension, as well as applied practice in the areas of consultation and therapy. In addition, the student will demonstrate the ability to analyze and synthesize current professional issues and trends while being familiar with the resources necessary for maintaining current knowledge of the field of school psychology.

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	Describe differences in the primary models of consultation (Mental Health, Behavioral, and Organizational).	Weekly discussion question posts, assignment, final exam
2	Describe and understand the differences, and strengths and weaknesses between an expert model of consultation and a collaborative model of consultation.	Weekly discussion question posts, assignment, final exam
3	Demonstrate an understanding of collaborative school consultation and how the process can be utilized to effectively provide services for students with learning, emotional, behavioral, and autistic disorders.	Weekly discussion question posts, case study assignment, final exam
4	Develop knowledge on the role of the school consultant in understating emotional and behavioral disorders, including the development of appropriate evidenced-based interventions to address the needs of these students.	Weekly discussion question posts, final exam
5	Integrate empirically-based methods with sound clinical judgment in the design of treatment interventions for various childhood disorders and diverse populations.	Weekly discussion question posts, assignment, final exam

6	Understand, integrate, and apply course knowledge in the development of expertise in the assessment and treatment of a specific child/adolescent disorder.	Weekly discussion question posts, case study assignment, final exam
7	Identify and critically evaluate the components of evidence-based treatments for children and adolescents (and their families).	Weekly discussion question posts, final exam

C. Text and Resources

Give the full publication information of the textbook/s and other required resources and outside readings.

Graduate:

Dougherty, A. M. (2013). *Psychological consultation and collaboration in school and community settings*. (6th ed.). Cengage Learning.

Kampwirth, T. J., & Powers, K. M. (2015). *Collaborative consultation in the schools: Effective practices for students with learning and behavior problems* (5th ed.). Pearson.

Plotts, C., & Lasser, J. (2019). *School psychologist as counselor: A practitioner's handbook* (2nd ed.). NASP Publications.

Taylor, E. R. (2019). *Solution-focused therapy for children and adolescents*. Routledge.

Weisz, J.R. & Kazdin, A.E. (2017). *Evidence-Based Psychotherapies for Children and Adolescents*, 3rd Edition. New York, NY: The Guilford Press.

4. Supporting Documentation

Required of all applications	
1	Approval Chart for Curriculum Changes
2	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
4	Library — Submit new course application and syllabus to the Library dean's office. Attach the Library's memo.
Attach if applicable	
5	Content Overlap — Include one document for each course you listed in Section 1Y. Attach statement from instructor/dept chair of existing course justifying the new offering.

6	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location(s).
7	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
8	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
9	Justification — Attach any documents to which you refer in Section 2B.

Updated 8/19/2024

School Consultation and Counseling

PSYC 678, 3 credit hours

ABILENE CHRISTIAN UNIVERSITY

FALL 2026

Instructor: Adjunct

Office: Instructor information can be found in the Course Information and Resources section of Canvas, including contact information and office hours. Announcements will be made if there are any changes or updates throughout the class.

ACU's Mission: Educating students for Christian service and leadership throughout the world.

College of Health and Behavioral Sciences Mission: To prepare students for Christian service and leadership in health and behavioral science professions through an environment that fosters clinical excellence, professional and ethical integrity, and community engagement

Psychology Department Mission: The mission of the Department of Psychology is to prepare students for Christian service and leadership through the study of psychological science and the development of professional skills, grounded in a Christian worldview.

Course Description:

This course focuses on understanding family dynamics and communicating and collaborating effectively with parents and other professionals in the educational environment. Emphasizes training in problem identification and problem solving, consensus building, conflict resolution, consultation, and effective communication skills in the context of educating exceptional children. Surveys psychotherapeutic approaches and techniques for child and adolescent problems and how they can be addressed in the school setting.

Course Goal:

After completing this course, students will have obtained knowledge and comprehension, as well as applied practice in the areas of consultation and therapy. In addition, the student will demonstrate the ability to analyze and synthesize current professional issues and trends while being familiar with the resources necessary for maintaining current knowledge of the field of school psychology.

TSBEP Alignment:

This course is designed in alignment with TSBEP licensure requirements for the following areas: Counseling and Consultation

Course Competencies

1. Describe differences in the primary models of consultation (Mental Health, Behavioral, and Organizational).
2. Understand and describe the strengths and weaknesses of, and differences between expert and collaborative models of consultation.

3. Demonstrate an understanding of collaborative school consultation and how the process can be utilized to effectively provide services for students with learning, emotional, behavioral, and autistic disorders.
4. Develop knowledge on the role of the school consultant in understating emotional and behavioral disorders, including the development of appropriate evidence-based interventions to address the needs of these students.
5. Integrate empirically-based methods with sound clinical judgment in the design of treatment interventions for various childhood disorders and diverse populations
6. Understand, integrate, and apply course knowledge in the development of expertise in the assessment and treatment of a specific child/adolescent disorder.
7. Identify and critically evaluate the components of evidence-based treatments for children and adolescents (and their families).

Required Texts:

Dougherty, A. M. (2013). *Psychological consultation and collaboration in school and community settings*. (6th ed.). Cengage Learning.

Kampwirth, T. J., & Powers, K. M. (2015). *Collaborative consultation in the schools: Effective practices for students with learning and behavior problems* (5th ed.). Pearson.

Plotts, C., & Lasser, J. (2019). *School psychologist as counselor: A practitioner's handbook* (2nd ed.). NASP Publications.

Taylor, E. R. (2019). *Solution-focused therapy for children and adolescents*. Routledge.

Weisz, J.R. & Kazdin, A.E. (2017). *Evidence-Based Psychotherapies for Children and Adolescents, 3rd Edition*. New York, NY: The Guilford Press.

Course Format:

This course is structured as a highly engaging, collaborative learning environment where student engagement is driven by weekly discussion questions for critical analysis, assignment activities for skill building, presentations for mastery demonstration, and intensive case studies for applied problem-solving.

Course Requirements and Evaluation Criteria:

Weekly Discussion Questions:

This assignment has two parts:

1. Complete the discussion questions: Answer the questions based on the required reading for the week and/or reflect on the given prompt for the week.
2. Respond to your classmates discussion question answers: Respond to a stated number of your classmates' responses/reflections to the weekly discussion questions/prompts.

Discussion Question Standards

The discussion board will provide you with an opportunity to interact with your classmates as you exchange thoughts and practice new skills related to the weekly topics. In order to actively participate in discussions, you will need to log in to the course at least two to three days each week. This will help you stay up-to-date on the discussions and allow you to make more thoughtful postings. You are expected to answer all of the discussion questions assigned in a week in a substantive manner.

Generally, your first discussion question initial post will be due by **Thursday by 11:59 pm CST**. You are also expected to respond to at least two of your classmates' postings for each discussion question, unless otherwise noted. This response is due by **Monday by 11:59 pm CST**. No late posting will be accepted. Please refer to the Discussion Question for additional requirements and any specific assignment details.

In the **initial post**, you should answer the discussion question prompt, referencing at least two of the readings and resources provided in the week. Your initial post should be a minimum of 300 words unless otherwise stated in the instructions.

In the **reply**, you are expected to respond to at least two classmates with a substantive contribution. The response should support or challenge one of your classmates' posts, adding value to the conversation. The response should be a minimum of 150 words.

Here are some examples of writing a *substantive* response:

- Ask an insightful and probing question to your classmate that deepens their level of reflection
- Share how research supports or contradicts the posting
- Share new insight
- Validate an idea with your own life or work experience
- Make a suggestion

It is good practice to keep your posts CRISP (Purdue University, 2019):

Considerate	You may have strong views and will want to express those views. That's great. But remember that others may have equally strong views that are the polar opposite of your views. Feel free to question, challenge, or disagree with anything in the discussion but do so in a respectful, considerate way.
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Reflective	An asynchronous discussion may lack the spontaneity of a live discussion, but this can be an advantage. There is more time to think before responding. Take the time to think about the ideas that have been expressed (in the readings and the discussion) from the perspective of your own experience. Then add your own comments and insights.
Interactive	Remember that you're a participant in a discussion and talk with one another. Cut and paste parts of previous messages into your message. The idea is to be interactive, not just active.
Succinct	Get to the point. Short, focused messages are usually more effective than long comments.
Pertinent	Comments and questions should be related to the discussion topic. There will be times when you want to talk with someone about something unrelated to the topic. That's fine, but this is not the place to do that. When you enter into a weekly discussion, please remember that you're in a classroom, not a chat room.

Purdue University (2019). Purdue repository for online teaching and learning: Discussion board facilitation. Retrieved from [PoRTAL: Purdue Repository for online Teaching and Learning - Innovative Learning](#)

Weekly discussion questions are worth **50 points each (350 total points for the semester)**

Weekly Assignments:

Weekly assignments could include presentations, midterm exam, papers, and case studies. Each weekly assignment is worth **85 points (595 total points for the semester)**

Final Exam

Students will take a cumulative exam at the end of the semester. The exam is worth **55 points.**

Grades

Total possible Points= 1000 points

Grades for the course are assigned according to the following scale:

A=90% of possible points and above

B=80-89% of possible points

C=70-79% of possible points

D=60-70% of possible points

F=below 60% of possible points

University Resources

I care about your class experience. The university also has a number of resources in place to support the ACU community both in this class and all aspects of university life.

Reporting Violations / Concerns / Complaints

Incident reports alleging violations of Student Conduct or concerns/complaints can be submitted [here](#). Please use the form to submit information about an incident to Student Life / Office of the Dean of Students.

SOAR (Student Opportunities, Advocacy, and Resources):

SOAR partners with faculty, staff, parents and students to assist ACU students and connect them to resources available to support their path to success. For more information about SOAR or to make a SOAR recommendation, see <https://acu.edu/soar-program/>.

Mental Health Resources

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. Abilene Christian University is committed to supporting students addressing any of these concerns.

You can contact the [Medical and Counseling Care Center](#) at counseling@acu.edu, or by calling 325-674-2626. In addition, you can access free confidential counseling services through the Timely Care app by downloading their app on any device.

In a crisis situation contact the National Suicide Prevention Hotline open 24/7 by dialing 988, or call the Police at 911.

Another wonderful resource to help you learn how to manage your stress as a student can be found in your Compass app. The Wellness Badge is designed to help you

understand how to manage your stress and how to do so on our campus. Completing each of the pathways earns you a chance at incentives, and completing the entire badge will earn you 200 chapel points. You can find the badge in your Compass app.

University and Course Policies

ADA Compliance Policy:

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call our office directly at 325-674-2667 or alpha@acu.edu

Please contact me to discuss any approved accommodations that you require for this class.

Title IX Policy:

At ACU, we strive to comply with all applicable legal requirements prohibiting, preventing, and responding to sexual misconduct against any member of the ACU community. The full Title IX policy and process can be found at <https://acu.edu/human-resources/title-ix-and-sexual-misconduct-information/>.

Academic Integrity Policy:

Academic integrity is demonstrated by behavior that honors the learning environment, regardless of setting, context, location or modality. ACU's Academic Integrity Policy can be found at <https://acu.edu/office-of-the-provost/academic-policies/>.

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: October 7, 2025
TO: Casey Westmoreland and Dr. Rachel Team
FROM: Mark McCallon, Associate Dean for Library Services
RE: New Course Application – PSYC 678 – School Consultation and Counseling

After reviewing the new course application, the library is able to support the proposed course. If additional resources are needed please contact Dr. Melissa Atkinson, Director of Distance and Online Library Services. Thank you for letting us review the new course application.



Adams
Center

February 20, 2026

Casey Westmoreland
Associate Program Director, Certificate in School Psychology
Department of Psychology
cnl99a@acu.edu

Re: School Consultation and Counseling (PSYC 678)

Dear Mrs. Westmoreland,

Thank you for the submission of PSYC 678: School Consultation and Counseling for review. I have reviewed it based on the ACU Syllabus Guidelines. I found the syllabus to meet all aspects of the checklist. My only suggestion would be to map the assessments with the learning objectives when working with your instructional designer.

Please note that this letter is intended as a reference, which will be read by the department chair and council members, who may also have questions or comments of their own. If you have any questions, please feel free to let me know.

Please also let me know if we can help in the design and facilitation of this course.

Sincerely,

A handwritten signature in black ink, appearing to read 'Amos Gutierrez', with a stylized flourish at the end.

Dr. Amos Gutierrez
Director of Instructional Design, Adams Center