

Abilene Approval Chart for Curriculum Changes

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

Course Number: PSYC 686

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

	Campus-Level Academic Review ¹	1	2	3	4	5	6
	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

		Chair	Department	College	Provost	Senior Vice President	President	Board	Students
	Full Review								
	Change to Catalog Information (for Campus)								
18.	General requirements for Bachelor's and Associate Degrees	-	-	-	-	A	A	A	I
19.	Policies governing academic probation and suspension	-	-	-	-	A	A	A	I
20.	Requirements for graduating with honors	-	-	-	-	A	A	A	I
	Change to a Degree Plan								
21.	Educational Program — Add	A	A	A	A	A	A	A	I
22.	Educational Program — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	I
23.	Minor — Add or Discontinue	A	A	A	A	A	A	-	A
24.	Minor — Discontinue (Provost-proposed)	R	-	R	A	A	A	-	A
25.	Degree — Add or Discontinue	A	A	A	A	A	A	A	I
26.	Degree — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	I

	Change to General Education Requirements for Undergraduates (System)	Chair	Department	College	Provost	Senior Vice President	President	Board	Students
27.	Change course outcomes of an included course	A	A	A	A	A	A	-	A
28.	Add or drop a required course from the General Education Requirements	A	-	A	-	A	A	A	I
29.	Add or drop a course from a menu within the General Education Requirements	A	-	A	-	A	A	-	A
30.	Comprehensive revision of General Education Requirements	-	-	-	-	A	A	A	I

Notes

² Any change to a cross-listed course requires the signature of both department chairs or program directors overseeing the course to ensure that the courses stay in sync. This includes courses taught at other campuses (e.g. BIBL 101 and BIBO 101).

³ For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible. Master's programs must include a minimum of 30 hours, and doctoral programs must include a minimum of 30 hours beyond the master's.

⁴ When a department/school or dean proposes closing a program, approval routing follows the typical process beginning with the department/school. An administrative proposal by the provost or senior vice president for academic affairs would follow the "provost-proposed" routing on the chart.

Department/School(s)

Cherise J. Flanagan

02/06/2026

Chair Signature

Date

Ricardo J. Lopez

02/06/2026

Chair/Program Director Signature

Date

College Academic Council(s)

Heida 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 686
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1. Systems and Catalog Information Complete each item.

A	Course Developer	Rachel Team, Casey Westmoreland
B	Course Instructor	Adjunct
C	Course Title	Residency II
D	Course Abbreviation for Banner if title is more than 30 characters	n/a
E	College	CHBS - Health and Behavioral Sciences
F	Department or School	PSYC - Psychology
G	Number of Credit Hours	0
G1	Number of Lecture Contact Hours	0
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	0
K	Course Schedule Type	<u>Experiential Learning (EL)</u> See Schedule Type definitions in the Reference section.
L	Number of Faculty Workload Hours	1.5

M	Grading Mode	<u>Credit/No Credit</u>
N	Maximum Enrollment	20
O	Catalog Description (50 words or less)	This required residency provides another opportunity to meet in-person with their cohort, and faculty as they complete their internship and prepare for program completion. During this two to three day residency, students will return materials, complete competency checks, and participate in professional development aligned with advanced practice and internship readiness.
P	List any prerequisites (course/s, test scores, class standing, major, etc.)	PSYC XXX Residency I
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>Yes</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>No</u>
T2	Will the course be offered in spring terms?	<u>No</u>
T3	Will the course be offered in summer terms?	<u>Yes, every year</u>

U	First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>	Summer 2027
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>	n/a

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: The in-person residency will emphasize practical application and immediate feedback through intensive assessment and counseling skills checks, hands-on case studies for problem-solving and ethical-decision making, and assignment activities focused on applied tasks like test kit management. The curriculum will also foster professional growth and knowledge synthesis via presentations and discussions covering the NASP Practice Model and ethical/spiritual considerations, culminating in dedicated networking and consultation skills sessions.

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	Certificate in School Psychology students will demonstrate foundational knowledge in order to make data-based decisions for school psychology context.	Role-plays, case studies, skills checks, and discussions
2	Certificate in School Psychology students will demonstrate foundational knowledge in order to make ethical and legal decisions for school psychology contexts.	Role-plays, case studies, and discussions
3	Certificate in School Psychology students will demonstrate the knowledge and skills for clinical practices in school psychology contexts.	Role-plays, case studies, skills checks, and discussions
4	Certificate in School Psychology students will demonstrate knowledge and competency of treatment and intervention strategies.	Role-plays, case studies, skills checks, and discussions

C. Text and Resources

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

No textbooks or materials required.

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

Abilene Christian University
Course Syllabus
PSYC 686 – Residency II

About the Course

- PSYC 686 – Certificate of Advanced Graduate Studies in School Psychology Residency II
- 0 (zero) Credit Hours (Program Requirement)

Mission Statements

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 Content

- Catalog Description: This required second-year residency provides another opportunity to meet in-person with their cohort, faculty, and program staff as they complete their internship and prepare for program completion. During this two-to-three day residency on campus, students will return program materials, complete competency checks, and participate in professional development aligned with advanced practice and internship readiness.
- The intended audience for this course is students enrolled in the Certificate of Advanced Graduate Studies in School Psychology program.
- Outline of Topics
 - Test kit management and return
 - Assessment skills checks
 - Counseling skills checks
 - Ethical and spiritual considerations
 - Problem-solving skills
 - Conflict resolution
 - Ethical-decision making
 - NASP Practice Model
 - Networking opportunities
 - Interview and consultation skills

Teaching/Learning Methods and Format of Class Sessions

The in-person residency will emphasize practical application and immediate feedback through intensive assessment and counseling skills checks, hands-on case studies for problem-solving and ethical-decision making, and assignment activities

focused on applied tasks like test kit management. The curriculum will also foster professional growth and knowledge synthesis via presentations and discussions covering the NASP Practice Model and ethical/spiritual considerations, culminating in dedicated networking and consultation skills sessions.

Materials

- No textbooks or outside materials are required.

Learning Objectives/Competencies

	Competency	Measurement
1	Certificate in School Psychology students will demonstrate foundational knowledge in order to make data-based decisions for school psychology context.	Role-plays, case studies, skills checks, and discussions
2	Certificate in School Psychology students will demonstrate foundational knowledge in order to make ethical and legal decisions for school psychology contexts.	Role-plays, case studies, and discussions
3	Certificate in School Psychology students will demonstrate the knowledge and skills for clinical practices in school psychology contexts.	Role-plays, case studies, skills checks, and discussions
4	Certificate in School Psychology students will demonstrate knowledge and competency of treatment and intervention strategies.	Role-plays, case studies, skills checks, and discussions

Assessment/Grading Criteria

- PYSC 686 – Certificate of Advanced Graduate Studies in School Psychology Residency II is a zero-credit hour course, yet is a required activity, and results in a credit/no credit grade. Attendance for all three days and full participation are necessary for successful completion of this program requirement.

University Resources

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/>.

Course Calendar

Strict attendance will be monitored during Residency. There are no outside assignments and no written examinations as part of this non-credit course. Students are provided with a schedule for Residency upon arrival on the first day. The instructor reserves the right to modify the schedule as necessary.

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 XXX – Residency II

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.



February 20, 2026

Casey Westmoreland
Associate Program Director, Certificate in School Psychology
Department of Psychology
cni99a@acu.edu

Re: Residency II (PSYC 686)

Dear Mrs. Westmoreland,

Thank you for the submission of PSYC 686: Residency II for review. I have reviewed it based on the ACU Syllabus Guidelines. I found the syllabus to meet all aspects of the checklist.

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".

Dr. Amos Gutierrez
Director of Instructional Design, Adams Center