

Abilene Approval Chart for Curriculum Changes

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

Course Number: PSYC 696

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	Academic Affairs	Registrar	Library	Student Services
	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	-	I
24.	Minor — Discontinue (Provost-proposed)	R	-	R	A	A	A	-	I
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	Academic Affairs	Registrar	Library	Student Services
27.	Change course outcomes of an included course	A	A	A	A	A	A	-	I
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	-	I
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

Ralph J. Johnson

02/06/2026

Chair/Program Director Signature

Date

College Academic Council(s)

Heila 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 696
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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	Internship 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	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	Experiential Learning (EL) 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)	Under supervision, the opportunity to demonstrate application of knowledge, to develop skills needed for effective school psychological service delivery, and to integrate competencies that address the domains of professional practice. The internship may be completed over one year on a full-time basis or two years on a half-time basis.
P	List any prerequisites (course/s, test scores, class standing, major, etc.)	PSYC 690 Practicum PSYC 695 Internship 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>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, even years</u>
T3	Will the course be offered in summer terms?	<u>No</u>

U	First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>	Spring 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>	This course is an extension/second semester of PSYC 695 Internship I.

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.

State the overarching course goal(s) in performance terms. After completing this course, students will have demonstrated:

1. Sensitivity and skills in recognizing the uniqueness, dignity, culture, and worth of each person;
2. Advocacy in facilitating policies and practices that provide comprehensive, effective services to children;
3. High standards of ethical, professional conduct;
4. Competency in data-based problem solving applied to assessment, intervention, consultation, research and program evaluation; and
5. Collaborative, empirically-based decision-making.

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	Students will demonstrate knowledge and comprehension of the varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishment.	Field Supervisor ratings/evaluations, university supervisor ratings/evaluations, logs, and case studies.
2	Students will demonstrate knowledge and experience in the organization and operation of the schools and in the ability to collaborate effectively with family, educators, and others in planning and decision-making processes and in creating and maintaining safe, effective, and supportive learning environments for children and others.	Field Supervisor ratings/evaluations, university supervisor ratings/evaluations, logs, and case studies.
3	Students will develop critical thinking and conceptualization skills in dealing with development of cognitive/academic skills, socialization and development of life skills and the development of strategies in working with a diverse population of clients.	Field Supervisor ratings/evaluations, university supervisor ratings/evaluations, logs, and case studies.
4	Students will develop critical thinking and conceptualization skills in dealing with ethical issues frequently	Field Supervisor ratings/evaluations, university supervisor ratings/evaluations, logs, and case studies.

	encountered in the practice of school psychology.	
5	Students will develop skills in the provision of prevention, crisis intervention, and mental health services either through direct provision or contribution to prevention and intervention programs.	Field Supervisor ratings/evaluations, university supervisor ratings/evaluations, logs, and case studies.

C. Text and Resources

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

Graduate:

Jacob-Timm, S. & Hartshorne, T.S. (2011). Ethics and law for school psychologists (6th Ed.). New York: Wiley.

Thomas, A. & Grimes, J. (Eds.). Best Practices in School Psychology 4 Volume Set: Bethesda, MD: National Association of School Psychologists.

Telzrow, C.F. , & Tankersley, M. (Eds.) IDEA amendments of 1997: Practice guidelines for school-based teams. Bethesda, MD: National Association of School Psychologists (2000).

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

Internship II

PSYC 696, 3 credit hours

ABILENE CHRISTIAN UNIVERSITY

SPRING 2027/FALL 2027

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

Primary Audience and Prerequisites: The internship is provided at or near the end of the formal training period of the Certificate of Advanced Graduate Studies in School Psychology program.

Course Description and Overview:

The opportunity to demonstrate, under conditions of appropriate supervision, the ability to apply knowledge, to develop specific skills needed for effective school psychological service delivery, and to integrate competencies that address the domains of professional preparation and practice. The internship may be completed over one year on a full-time basis or two years on a half-time basis.

TSBEP Alignment:

This course is designed in alignment with TSBEP licensure requirements for the following areas: Internship.

Course Goal:

After completing this course, students will have demonstrated:

1. Sensitivity and skills in recognizing the uniqueness, dignity, culture, and worth of each person;
2. Advocacy in facilitating policies and practices that provide comprehensive, effective services to children;
3. High standards of ethical, professional conduct;
4. Competency in data-based problem solving applied to assessment, intervention, consultation, research and program evaluation; and

5. Collaborative, empirically-based decision-making.

Course Competencies:

1. Students will demonstrate knowledge and comprehension of the varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishment.
2. Students will demonstrate knowledge and experience in the organization and operation of the schools and in the ability to collaborate effectively with family, educators, and others in planning and decision-making processes and in creating and maintaining safe, effective, and supportive learning environments for children and others.
3. Students will develop critical thinking and conceptualization skills in dealing with development of cognitive/academic skills, socialization and development of life skills and the development of strategies in working with a diverse population of clients.
4. Students will develop critical thinking and conceptualization skills in dealing with ethical issues frequently encountered in the practice of school psychology.
5. Students will develop skills in the provision of prevention, crisis intervention, and mental health services either through direct provision or contribution to prevention and intervention programs.

Recommended Text:

Jacob-Timm, S. & Hartshorne, T.S. (2011). Ethics and law for school psychologists (6th Ed.), New York: Wiley.

Thomas, A. & Grimes, J. (Eds.). Best Practices in School Psychology 4 Volume Set: Bethesda, MD: National Association of School Psychologists.

Telzrow, C.F. , & Tankersley, M. (Eds.) IDEA amendments of 1997: Practice guidelines for school-based teams. Bethesda, MD: National Association of School Psychologists (2000).

General class Format and Conduct of the Course:

The internship experience shall occur under condition of appropriate supervision. Field based internship supervisors shall provide at least **two hours** per week of direct supervision for each intern. In addition, the intern is required to meet in person or have phone conferences with the university supervisor a minimum of 4 times per year and may meet with the university supervisor as often as once a week. If you have not already passed the PRAXIS II, a workshop focusing on preparing for the PRAXIS II exam will be a required part of the internship. This will involve email and canvas chat room exchanges between the interns and the university supervisor through the first half of the internship for those who have not already passed the Praxis exam.

At least two contacts will occur between the intern, the field supervisor(s) and the university supervisor. These include:

1. Mid-Year Evaluation, during which the progress of the student in meeting contract goals is evaluated and modifications are made as necessary, and
2. End-of-Year Evaluation during which the progress of the student in meeting contract goals is evaluated, and the student evaluates the site and supervisor.

When placements are beyond a 100-mile range, the university supervisor will negotiate with the student and the field supervisor a plan to accomplish the purposes of the two on-site visits. Sometimes telephone or interactive video meetings may replace some of the on-site visits.

Minimum acceptable hours, in order to satisfactorily complete the School Psychology Internship are: 600 hours experience in a school setting; Total clock hours required - 1200.

Formal Evaluation (Grading)

Supervisor Evaluation

Evaluation of the intern will be a joint effort between the student and field supervisors. **Each student will be required to create goals for the internship experience** at the beginning of the year. They should be related to the student's interest and university/licensure requirements. These will be developed in conjunction with the field supervisor and a copy will be given to the university supervisor.

Field supervisor evaluations will be based on interpersonal skills, communication skills, skills in the provision of direct services, collaborative consultation skills, and professional conduct. As part of the evaluation, field supervisors will evaluate the intern in the relevant NASP training domains, which include data-based decision-making, collaboration, knowledge of and sensitivity to socialization, development of life skills, and diversity in identifying problems, developing goals, and evaluating the effectiveness of interventions. The intern is expected to obtain ratings that indicate average to above average performance on the majority of the areas evaluated on the midterm and final evaluations. When rated at the end of the year, it is expected that skills indicated as weaker in the midterm evaluation will have improved. The field supervisor ratings are worth a total of 30% of the student's grade. The intern, field supervisor, and university supervisor will keep a copy of the intern evaluation forms. **The evaluation forms should be signed and sent to the university supervisor 3 times over the course of internship.**

The university supervisor's rating is worth a total of 30% of the student's grade. This grade is a composite of the other required components of the internship. Regular contact will be maintained between the University Supervisor and the Field Supervisor. **Logs received late will result in a lowered grade.**

Case Study

Each student will be required to write-up and submit a Case Study each semester. One must be a behavior intervention case and the other an academic intervention case. The written description should be 6-8 pages in APA format of a client and problem from your caseload. The areas covered in the written presentation are background and context of

the problem, description and analysis of the problem, linking of the data with the goals, specific description of intervention, description of collaborative efforts, and discussion of outcome data and results. Effective size must be reported as an evaluation of the effectiveness of your intervention. Please see the Case Study Guidelines and evaluation criteria handouts for the grading rubric. Students will receive a rating of 0-20 points on each of the seven areas rated. It is expected that students will receive a score-indicating competency (15 points) in the majority of the 7 areas rated. In addition, students are required to present their case study in a professional format using information technology. Scoring is consistent with that described above and students are judged as showing competence or not showing competence in this area. The Case Study is worth 30% of the student's grade.

Logs

Each student will be required to keep daily activity logs that will be signed by the field and university supervisor on a weekly basis. Both supervisors and the intern will sign a cumulative activity log at the end of the first and second semesters. The university supervisor and the intern will keep copies. These logs are expected to be accurate and timely. The logs are worth 10% of the student's grade. **These must be completed sent to the university supervisor with the completed evaluations after ALL hours are completed).**

Grades will be weighted according to the following schedule:

Field Supervisor Ratings	= 300
Case Study	= 300
Logs	= 100
University Supervisor Ratings	= 300
(Composite)	

Total possible Points= 1000 points

Grades will be assigned according to the following scale:

A= 90% or more of the total points possible

B= 80-89% of the total points possible

C= 70-79% of the total points possible

D= 60-69% of the total points possible

F= less than 60% of the total points possible

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/>.



February 20, 2026

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

Re: School Psychology Internship I (PSYC 696)

Dear Mrs. Westmoreland,

Thank you for the submission of PSYC 696: School Psychology Internship I 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

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 696 – Internship 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.