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| For Academic Affairs and Research Use Only | |
| CIP Code: |  |
| Degree Code: |  |

**New Course Proposal Form**

**[ ] Undergraduate Curriculum Council**

**[x] Graduate Council**

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| **[x] New Course or [ ]Experimental Course (1-time offering) (Check one box)** |

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to [curriculum@astate.edu](mailto:curriculum@astate.edu) for inclusion in curriculum committee agenda.

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| --- | --- |
| Wayne Wilkinson 9/30/2019 **Department Curriculum Committee Chair** | Joanna Grymes 10/30/2019  **COPE Chair (if applicable)** |
| Kris Biondolillo 10/1/2019 **Department Chair:** | Mary Jane Bradley 11/3/2019  **Head of Unit (If applicable)** |
| Wayne Wilkinson 10/15/2019 **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| Mary Jane Bradley 10/16/2019 **College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
| |  |  | | --- | --- | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Enter date |   **General Education Committee Chair (If applicable)** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Vice Chancellor for Academic Affairs** |

1. Contact Person (Name, Email Address, Phone Number)

Taqueena Quintana, [tquintana@astate.edu](mailto:tquintana@astate.edu), 347-681-1177

2. Proposed Starting Term and Bulletin Year

January 2020

3. Proposed Course Prefix and Number (Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*. )

COUN 6623

4. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

Data Informed Professional School Counseling

Short title: Data Informed School Counseling

5. Brief course description (40 words or fewer) as it should appear in the bulletin.

Obtainment, analysis and utilization of school data and school counseling program assessments to evaluate areas of strength and needed improvement for program activities and interventions.

6. Prerequisites and major restrictions. (Indicate all prerequisites. If this course is restricted to a specific major, which major. If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

1. **YES**  Are there any prerequisites?
   1. If yes, which ones?

COUN 6603- Foundational Knowledge of Professional School Counseling and Professional Practice

* 1. Why or why not?

Students are required to possess basic knowledge of school counseling in order to successfully complete this course.

1. **YES** Is this course restricted to a specific major?
   1. If yes, which major? MSE School Counseling Program

7. Course frequency(e.g. Fall, Spring, Summer). *Not applicable to Graduate courses.*

Not applicable

8. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Lecture Only (Online Asynchronous Course)

9. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

Standard Letter

10. **NO** Is this course dual listed (undergraduate/graduate)?

11. **NO** Is this course cross listed?

*(If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross listed course.)*

**11.1** – If yes, please list the prefix and course number of cross listed course.

Enter text...

**11.2** – **NO** Are these courses offered for equivalent credit?

Please explain. Enter text...

12. **NO** Is this course in support of a new program?

a. If yes, what program?

Enter text...

13. **NO** Does this course replace a course being deleted?

a. If yes, what course?

Enter text...

14. **NO** Will this course be equivalent to a deleted course?

a. If yes, which course?

Enter text...

15. **YES** Has it been confirmed that this course number is available for use?

*If no: Contact Registrar’s Office for assistance.*

16. **NO** Does this course affect another program?

If yes, provide confirmation of acceptance/approval of changes from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

**Course Details**

17. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

**Module 1: Program Focus: Beliefs, Mission Statement and Vision Statement**

To effectively deliver school counseling planned activities, strategies and interventions and to address all students’ developmental needs, the school-counseling program must be efficiently managed through the use of data. As data-driven decision-makers, it is essential for school counselors to utilize data within the comprehensive school counseling program in order to meet the academic, social/emotional and career readiness needs of students.

In this course, we will explore and use various assessment tools and strategies in order to prepare you to utilize data effectively for your upcoming work in the field. We will focus on the “manage” component of the ASCA National Model (2019) and discuss how data drives our work as school counselors.

Our first module looks at program focus--beliefs, mission and vision statements. This week, we will discuss how reflecting on our personal beliefs help us to understand our biases and limitations along with the impact that it may have on equity and access for all students. We will also review school vision and mission statements and share how to best align our comprehensive school counseling program’s mission and vision to that of our schools.

Please note that your first discussion posting is due by Wednesday at 11:59pm CST of this week. We look forward to working with you this semester!

**Module Objectives:**

1. Discuss how personal beliefs impact program focus and student access and equity when implementing a comprehensive school counseling program (course objective 3)
2. Discuss the importance of developing a comprehensive school counseling program mission and vision statement that aligns with the school (course objective 3).

**Module 2: Program Planning: School Data Summary and Annual Student Outcome Goals**

A data-informed program depends on awareness and analysis of school data. This includes achievement, discipline and attendance data but also includes supporting information that contributes to a better understanding of the school’s data.

Annual student outcome goals are statements about an outcome toward which the program will focus its efforts. They are based on the discerned needs from the analysis of the school data (achievement, attendance and discipline data sources). The annual student outcome goals are written in SMART goal format and once achieved, they are replaced with goals based on current data.

This module looks at how school counselors analyze school and student needs through multiple data sources and how goals are formulated based on the data. We will also discuss the importance of knowing your school’s profile, as this will help ensure that appropriate school counseling interventions are developed and tailored to address the needs of the school and its students.

**Module Objectives**

1. Discuss how school counselors analyze school data summaries in order to identify student needs (course objective 1).
2. Discuss how school counselors develop annual goals based on school data in order to develop appropriate supports that address school and student specific needs. (course objective 2)

**Module 3: Program Planning: Mindsets & Behaviors for Student Success**

The ASCA Mindsets & Behaviors for Student Success are the lens through which the school counselor provides all services and interventions for students. They describe the knowledge, skills and attitudes identified in research that students need to achieve academic success, college and career readiness and social/emotional development. School counselors select one or two from a list of 35 ASCA Mindsets & Behaviors for each goal, intervention or activity of the comprehensive school counseling program. Goals, interventions or activities should reflect the school’s needs based on the school data summary and annual outcome goal.

This module zeroes in on how school counseling goals, interventions and activities are developed using the ASCA Mindsets & Behaviors. Mindsets & Behaviors selected should reflect the needs of students based on the school data summary and outcome goals. We will talk about how school counselors collect, analyze and assess Mindsets & Behaviors data, as this helps to answer the question, “How are students different because of school counselor involvement?”

**Module Objectives:**

1. Discuss ways in which school counselors utilize participation, Mindsets & Behaviors and outcome data in creating school counseling program goals and action plans (course objective 1)
2. Analyze data collection tools in which school counselors use to obtain, monitor and assess participation, Mindset & Behavior and outcome data in order to inform school counseling goals, interventions and activities. (course objective 2)

**Module 4: Program Planning: Actions Plans/ Results Reports**

This module will discuss two types of action plans: the Classroom and Group Mindsets & Behaviors Action Plan and the Closing-the-Gap Action Plan/Results Report. The first, the classroom and group Mindsets & Behaviors action plan, provides an overview of the school counseling program through the delivery of direct services in classroom and small group. It validates that the appropriate mindsets and behaviors are addressed with students and communicated with stakeholders.

The Closing-the-Gap Action Plan/Results Report serves as a guide to address academic, attendance or behavioral discrepancies existing among student groups. These gaps are identified through a review of disaggregated data for specific categories. The action plan details the activities and resources employed by school counselors to close gaps.

**Module Objectives**

1. Discuss how school counselors utilize action plans in order to obtain data, monitor services and analyze results (course objectives 1 and 2)
2. Discuss how action plans contribute to systemic change to ensure that all students are prepared for post-secondary success.

**Module 5: Program Planning: Lesson Plans**

To successfully deliver classroom lessons related to the school counseling curriculum, the importance of lesson planning cannot be overstated. School counselors typically do not receive training on quality teaching strategies or lesson plan development, and with limited time spent in classrooms, it is imperative to give enough time and thought about what will be delivered, to whom it will be delivered, how it will be delivered and how student attainment of the lesson plan goals will be assessed. This module will take a look at the various components of ASCA’s school counseling lesson plan template and ways in which school counselors can provide follow up with students who do not master the lesson’s competencies.

**Module Objectives**

1. Discuss the tools and components utilized in developing a classroom lesson plan that is related to the school counseling curriculum and reflects the program’s goals and plans (course objectives 2 and 3).

**Module 6: Program Planning: Annual Administrative Conference Agreement and Calendar**

The annual administrative conference agreement outlines the school counseling program’s organization and is made every school year between each school counselor and the administrator in charge of the school counseling program. This document ensures formal discussion between each counselor and the administrator about the alignment of the school counseling program goals with the school goals and can increase and administrators understanding of a comprehensive school counseling program. The annual administrative conference should be completed within the first two months of school. This meeting should be used to create a meaningful conversation about the significant impact your school counseling program can have on improving student outcomes.

Discussed in this meeting should also be the topic of annual and weekly calendars. School counselors develop and publish calendars that specify school counseling program events and activities. Calendars provide structure to the total program, validate the school counseling program’s specific and unique contributions and demonstrate what school counselors are doing to support the school’s overall mission. The conference and the calendar encourages advocacy for your role as a school counselor, especially as it relates to your engagement in appropriate counselor related activities.

**Module Objectives**

1. Discuss how school counselors utilize various tools in supporting their role and responsibilities in promoting systemic change in preparing students for post-secondary success (course objective 3).

**Module 7: Program Planning: Advisory Council**

The school counseling advisory council is a representative group of stakeholders that reviews and advises the implementation of the school counseling program. The advisory council gives a voice to stakeholders through dialogue and critique. It meets twice a year and maintains an agenda and minutes for each meeting. The role of the advisory council includes feedback on annual student outcome goals, recommendations about the school counseling program and advocating for funding and resources. In this module, we will discuss advisory council development, presentations and ways to incorporate advisory council feedback into your comprehensive school counseling program.

**Module Objectives**

1. Discuss how the advisory council can be utilized as a data collection tool in developing, monitoring and improving a comprehensive school counseling program. (course objectives 2 and 3).

18. Special features (e.g. labs, exhibits, site visitations, etc.)

None

19. Department staffing and classroom/lab resources

None

1. Will this require additional faculty, supplies, etc.?

No

20. **NO** Does this course require course fees?

*If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.*

**Course Justification**

21. Justification for course being included in program. Must include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

This course will result in the following student learning outcomes, as specified by the American School Counselor Association: ASCA 5.1 Use data and student standards, including the ASCA Mindsets and Behaviors for Student Success and appropriate state standards, to create school counseling program goals and action plans aligned with school improvement plans, ASCA 5.2 Use participation, Mindsets & Behaviors, and outcome data, program and needs assessments, and other survey tools to monitor and refine the school counseling program and ASCA 5.3 Use school-wide data to promote systemic change within the school so every student is prepared for post--secondary success.

b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

The Department of Psychology and Counseling is committed to serving the university, the profession, and the public by contributing to excellence in education, high professional standards for service delivery, and consumer advocacy. This course is a rigorous introduction to the use of data within the school counseling profession and lays a foundation for the students’ future work as data-driven decision makers and educators. The course covers the standards outlined by the American School Counselor Association, which is the MSE School Counseling Program’s SPA for CAEP.

c. Student population served.

Graduate MSE School Counseling Students.

d. Rationale for the level of the course (lower, upper, or graduate).

* This graduate course will prepare students for school counseling licensure in the state of Arkansas. The state of  Arkansas requires school counselors to have degrees at the master’s level.

**Assessment**

**Relationship with Current Program-Level Assessment Process**

22. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

This is a course that focuses on school counseling data as it relates to the development, implementation and evaluation of a comprehensive school counseling program. This course will significantly contribute to the following program outcome in the current MSE School Counseling Program Assessment Plan: #2. Students will possess the knowledge, skill, and awareness to help a diverse range of students and their families in the school setting.

23. Considering the indicated program-level learning outcome/s (from question #23), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

*For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.*

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| **Program-Level Outcome 2 (from question #23)** | **Students will possess the knowledge, skill, and awareness to help a diverse range of students and their families in the school setting** |
| Assessment Measure | Key assignment in Module 4, Comprehensive Exam, Exit Survey, Employer Survey |
| Assessment  Timetable | The outcome is assessed every semester-Fall, Spring and Summer |
| Who is responsible for assessing and reporting on the results? | The School Counseling Faculty is responsible for assessing and reporting the results. |

*(Repeat if this new course will support additional program-level outcomes)*

**Course-Level Outcomes**

24. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

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| **Outcome 1** | Use data and student standards, including the ASCA Mindsets and Behaviors for Student Success and appropriate state standards, to create school counseling program goals and action plans aligned with school improvement plans. |
| Which learning activities are responsible for this outcome? | Course readings, class discussions and video lectures. |
| Assessment Measure | Discussion Postings, written essay assignments, quizzes and final exam. |

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| **Outcome 2** | Use participation, Mindsets & Behaviors, and outcome data, program and needs assessments, and other survey tools to monitor and refine the school counseling program. |
| Which learning activities are responsible for this outcome? | Course readings, class discussions and video lectures. |
| Assessment Measure | Discussion Postings, written essay assignments, quizzes and final exam. |

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| **Outcome 3** | Use school-wide data to promote systemic change within the school so every student is prepared for post-secondary success. |
| Which learning activities are responsible for this outcome? | Course readings, class discussions and video lectures. |
| Assessment Measure | Discussion Postings, written essay assignments, quizzes and final exam. |

**Bulletin Changes**

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| **Instructions** |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Follow the following guidelines for indicating necessary changes.**  **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.**  - Deleted courses/credit hours should be marked with a red strike-through (~~red strikethrough~~)  - New credit hours and text changes should be listed in blue using enlarged font (blue using enlarged font).  - Any new courses should be listed in blue bold italics using enlarged font (***blue bold italics using enlarged font***)  *You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the ‘format painter’ icon 🡪 , and selecting the text you would like to apply the change to.*  *Please visit* [*https://youtu.be/yjdL2n4lZm4*](https://youtu.be/yjdL2n4lZm4) *for more detailed instructions.* |

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# ***COUN 6623. Data-Informed Professional School Counseling*** *Obtainment, analysis and utilization of school data and school counseling program assessments to evaluate areas of strength and needed improvement for program activities and interventions. Prerequisite, COUN 6603*