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

**New or Modified Course Proposal Form**

**[ ] Undergraduate Curriculum Council**

**[x ] Graduate Council**

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

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

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| Wayne Wilkinson 4/1/2022**Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**COPE Chair (if applicable)** |
| Asher Pimpleton-Gray 4/4/2022**Department Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Head of Unit (if applicable)**   |
| Wayne Wilkinson 4/13/2022**College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Undergraduate Curriculum Council Chair** |
| Mary Elizabeth Spence 4/13/2022**Office of Assessment (new courses only)** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Graduate Curriculum Committee Chair** |
| Mary Jane Bradley 4/13/2022**College Dean** | Alan Utter 4/25/2022**Vice Chancellor for Academic Affairs** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**General Education Committee Chair (if applicable)**   |  |

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

Blake Sandusky, wsandusky@astate.edu, 870-972-3064

1. **Proposed starting term and Bulletin year for new course or modification to take effect**

Fall 2022

**Instructions:**

*Please complete all sections unless otherwise noted. For course modifications, sections with a “Modification requested?” prompt need not be completed if the answer is “No.”*

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|  | **Current (Course Modifications Only)** | **Proposed (New or Modified)** *(Indicate “N/A” if no modification)* |
| **Prefix** |  | **COUN** |
| **Number\*** |  | **6573** |
| **Title** (include a short title that’s 30 characters or fewer) |  | **Assessment in Counseling** |
| **Description\*\*** |  | A study of the principles of measurement as applied to counseling, including intelligence, aptitude, interest, and achievement testing. |

 ***\**** Confirm with the Registrar’s Office that number chosen has not been used before and is available for use. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*.

\*\*Forty words or fewer (excepting prerequisites and other restrictions) as it should appear in the Bulletin.

1. **Proposed prerequisites and major restrictions** **[Modification requested? Yes/No]**

(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. NO Are there any prerequisites?
	1. If yes, which ones?

Enter text...

* 1. Why or why not?

 Enter text...

1. NO Is this course restricted to a specific major?
	1. If yes, which major? Enter text...
2. **Proposed course frequency [Modification requested? Yes/No]**

(e.g. Fall, Spring, Summer; if irregularly offered, please indicate, “irregular.”) *Not applicable to Graduate courses.*

Not Applicable

1. **Proposed course type [Modification requested? Yes/No]**

Will this course be lecture only, lab only, lecture and lab, activity (e.g., physical education), dissertation/thesis, capstone, independent study, internship/practicum, seminar, special topics, or studio? Please choose one.

Lecture Only

1. **Proposed grade type [Modification requested? Yes/No]**

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

Standard Letter

1. NO Is this course dual-listed (undergraduate/graduate)?
2. 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.)*

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

 **b.** – **Yes / No** Can the cross-listed course be used to satisfy the prerequisite or degree requirements this course satisfies?

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

a. If yes, what program?

 Enter text...

1. NO Will this course be a one-to-one equivalent to a deleted course or previous version of this course (please check with the Registrar if unsure)?

a. If yes, which course?

Enter text...

**Course Details**

1. **Proposed outline** **[Modification requested? Yes/No]**

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

Week 1: Introduction to Assessment & History of Assessment

Week 3: Types of Assessment

Week 4: Ethical & Legal Issues

Week 5: Assessing Suicide Risk

Week 6: Multicultural Issues in Assessment

Week 7: Measurement Concepts

Week 8: The Global Appraisal of Individual Needs (GAIN)

Week 9: Initial Assessment in Counseling

Week 10: Assessing Co-occurring Disorders

Week 11: Substance Use & Mental Health Assessment

Week 12: Intelligence Testing

Week 13: Diagnosing Autism

Week 14: Measures of Interest & Values/Personality Testing

Week 15: Communicating Assessment Results

1. **Proposed special features** **[Modification requested? Yes/No]**

(e.g. labs, exhibits, site visitations, etc.)

N/A

1. **Department staffing and classroom/lab resources**
2. Will this require additional faculty, supplies, etc.?

 NO

1. 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.*

**Justification**

**Modification Justification (Course Modifications Only)**

1. Justification for Modification(s)

**New Course Justification (New Courses Only)**

1. Justification for course. Must include:

This course is currently offered as PSY 6573 Psychological Testing. The CMHC program would like to offer this course more in line with CACREP and counseling language. Changing the course name to Assessment in Counseling would fulfill this goal. The School Psychology program also takes this course and would like to keep it as PSY and the name as Psychological Testing to fit with their professional language and accreditation needs. Therefore, we are proposing a new course to keep the current PSY 6573 version and include a COUN version to meet the needs of the CMHC program.

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

 This course if required by CACREP (Section 2.F.7) titles Assessment and Testing.

c. Student population served.

Graduate students within the CMHC program will be required to take this course to be eligible for graduation.

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

This course is a graduate course.

**Assessment**

**Assessment Plan Modifications (Course Modifications Only)**

1. Not Applicable Do the proposed modifications result in a change to the assessment plan?

 *If yes, please complete the Assessment section of the proposal*

**Relationship with Current Program-Level Assessment Process (Course modifications skip this section unless the answer to #18 is “Yes”)**

1. 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?

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| **Core/Content Area Addressed** | **Key Performance Indicator(s) (KPI)** | **Program Objective(s) (P.O.)** | **CACREP Standard** | **Direct Assessment** | **Indirect Assessment** |
|  Section II.F.7:Assessment and Testing | *Knowledge Outcome:*Students will demonstrate an understanding of individual and group approaches to assessment and evaluation in a multicultural society. | **(P.O.c)** T To prepare students to conduct ethical and evidence-based practice to meet the needs of clients across the lifespan. | (II.F.7.a-g) | Testing Project, Clinical Summary, & CPCE (Taken in the last semester of the student’s program.) | Reaction Discussions & Research Articles Journal |

1. Considering the indicated program-level learning outcome/s (from question #19), 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.*

*See Table in Question 19*

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| **Program-Level Outcome 1 (from question #19)** | Type outcome here. What do you want students to think, know, or do when they have completed the course? |
| Assessment Measure | Please include direct and indirect assessment measure for outcome.  |
| Assessment Timetable | What semesters, and how often, is the outcome assessed? |
| Who is responsible for assessing and reporting on the results? | Who (person, position title, or internal committee) is responsible for assessing, evaluating, and analyzing results, and developing action plans? |

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

 **Course-Level Outcomes**

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

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| **Outcome 1** | Type outcome here. What do you want students to think, know, or do when they have completed the course? |
| Which learning activities are responsible for this outcome? | List learning activities. |
| Assessment Measure  | What will be your assessment measure for this outcome?  |

*(Repeat if needed for additional outcomes)*

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| **CACREP Standard** | **Assignment(s)** |
| *Section II.F.7.a.*:historical perspectives concerning the nature and meaning of assessment and testing in counseling. | 1. Gregory, Chs 1-2: Ethical issues and historical background of testing
 |
| *Section II.F.7.b*.: methods of effectively preparing for and conducting initial assessment meetings. | 1. Hays, Ch 7: initial assessment in counseling
2. Weekly in-class practice exercises
 |
| *Section II.F.7.c*.: procedures for assessing risk of aggression or dangers to others, self-inflicted harm, or suicide. | 1. https://www.youtube.com/watch?v=WYt4v3pc9KM
2. Discussion Board Activity (Blackboard)
3. Davis: Assessing suicide
 |
| *Section II.F.7.d*.: procedures for identifying trauma and abuse for reporting abuse. | 1. Hays, Ch 3: Ethical Issues
 |
| *Section II.F.7.e*.: use of assessments for diagnostic and intervention planning purposes. | 1. Hays, Ch 2: Types of Tests
2. Hays, Ch 8: Substance Use Screening
3. Hays, Ch 8: MH Assessment
4. Weekly in-class practice exercises
5. Clinical Summary
 |
| *Section II.F.7.f*.: basic concepts of standardized and non-standardized testing, norm-referenced and criterion referenced assessments, and group and individual assessments. | 1. Hays, Ch 5: Measurement Concepts (standardized testing procedures, norms)
2. Hays, Ch 2: Types of Tests (individual, group etc)
 |
| *Section II.F.7.g.*: statistical concepts, including scales of measurement, measures of central tendency, indices of reliability, shapes and types of distributions, and correlations. | 1. Hays, Ch 6: Understanding and Transforming Raw Scores (statistical concepts, measures of central tendency, distributions, etc)
 |
| Section II.F.7.h: reliability and validiy in the use of assessments | 1). Hays, Ch 5: Reliabilty, Norms, & Validity |
| Section II.F.7.i: use of assesments relevant to academic/educational, career, personal, and social development | 1). Hays, Ch 2: Types of Test2). Hays, Ch. 12: Measures of Interest and Values3). Global Appraisal of Individual Needs practice |
| Section II.F.7.j: use of environmental assessments and systematic behavioral observations | 1. Hays, Ch. 2: Types of Tests
 |
| Section II.F.7.k: use of symptom checklists, and personality and psychological testing | 1). Hays, Ch. 13: Personality Testing |
| Section II.F.7.l: use of assessment results to diagnose developmental, behavioral, and mental disorders | 1). Hays, Ch. 9: Intelligence Testing2) Diagnosing Autism—Discussion Board Activity  |
| Section II.F.7.m: ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results | 1). Hays, Ch. 3: Ethical & Legal Issues2). Hays, Ch. 14: Communicating Assmt Results3) Clinical Summary  |
| *Section V.C.1.e:* psychological tests and assessments specific to clinical mental health counseling | 1. Global Appraisal of Individual Needs practice
2. Beck Depression Inventory practice
3. DSM 5 Based Assessments (APA) practice
4. Eating Disorder Screening
5. MAST Screening (alcohol)
 |
| *Section V. C.3.a:* intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management. | 1. Intake interview in-class exercise
2. Testing project
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**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. Please include a before (with changed areas highlighted) and after of all affected sections.** **\*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.**  |

Page 353 (CURRENT):

**COUN 6493. Internship in College Student Counseling** Supervised practice (a minimum of 600 clock hours) in one or more student affairs settings. Must include at least 240 clock hours of direct service to clients, at least one hour per week of individual supervision with the site supervisor, and at least one and one-half hours per week of group supervision with a program faculty member. Prerequisite, Completion of all coursework prior to or concurrent with the internship hours and approval of the degree program committee.

**COUN 6573. Assessment in Counseling** A study of the principles of measurement as applied to counseling, including intelligence, aptitude, interest, and achievement testing.

**COUN 6603. Foundational Knowledge of Professional School Counseling and Professional Practice** History and scope of the school counseling profession, including the development trajectories of diverse learners and the appropriate scope of school counseling practice in varied educational settings.

Page 353 (AFTER):

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