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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 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** |
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| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Enter date |

**General Education Committee Chair (If applicable)**   | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Vice Chancellor for Academic Affairs** |

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

Rebekah Cole, recole@astate.edu, 619-396-8601

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*. )

Enter text... **COUN 6803**

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).

**Multicultural Issues in Crisis and Trauma**

Short title: Multicultural Crisis

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

Study of societal changes, societal subgroups, social norms and interaction patterns with an emphasis on cultural competence and humility in preventing and intervening during a time of crisis.

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. **No**  Are there any prerequisites?
	1. If yes, which ones?

Enter text...

1. Yes Is this course restricted to a specific major?
	1. 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: My Multiculturalism view of Trauma and Crisis**

***Module Overview:*** As our society and school systems become more diverse every year, the need for culturally competent and culturally humble school counselors becomes extremely important, especially in times of crisis and trauma. Diversity is a term that entails a wide range of characteristics (such as age, ethnicity, gender, physical appearance and ability, race, sexual identity, sexual orientation, socioeconomic status, and religion) that serve to distinguish individuals and groups, however also translates into experiences of privilege and oppression in our day-to-day lives. As you begin your school counseling professional journey, it is important to be open and vulnerable as you explore what it means to be a cultural being when working in crisis response. In this module, you will be asked to introduce yourself to the class. You will also self-assess yourself, looking at your views and biases that may influence your professional life as a counselor working in a crisis situation. You will complete the Multicultural Awareness, Knowledge, and Skills Survey (MAKSS) and reflect upon your answers, social justice, multiculturalism, group counseling, career/college readiness, and crisis response.

**Module Objectives:**

1. Describe how your own cultural background and experiences have influenced your biases about trauma, crisis, and psychological processes. (Course Objective 4)
2. Discuss obstacles to cultural competence when dealing with crisis situations (Course Objective 2)
3. Assess cultural competence through a trauma-informed lens (Course Objective 6)
4. Analyze potential impacts of individual crisis’s and acculturation on one’s professional cultural competence (Course Objective 1)

**Module 2: Trauma-Focused Counseling and Multicultural evolution**

In this module, you will learn about Trauma-Focused Counseling practices and reflect of the evolution of the mental health profession and how it is moving away from the monoculture view based on Westernized, White male norms to recognizing the significance of our differences in promoting mental health and wellness. You will also consider what it means to be culturally competent versus culturally humble along with learning of the historical trauma of Native American clients.

**Module Objectives**

1. Discuss and summarize relevant research regarding mental health issues, trauma, and crisis in regards to culturally appropriate interventions. (Course Objective 2)
2. Describe and discuss evidence-based interventions for indigenous helping practices and help-giving networks among communities dealing with trauma and crisis. (Course Objective 2)
3. Analyze how our worldviews regarding trauma and crisis are related to our upbringing and experiences. (Course Objective 1 & 4)

**Module 3: Healing from Trauma and Crisis: A closer look at the impact of Systemic Oppression and how developing Cultural Humility can be a helpful tool for counselors.**

Immersing ourselves into cultures where we are the minority may help us develop cultural humility, a tool to help us work with students who have experienced traumatic events in their lives. When we walk in to places as learners, and not teachers, we have the opportunity to look at things differently than we once did. As a school counselor, there will be times when you are working with students from a different culture than yours who have trauma triggers that may be foreign to you. Having experiences in which you are a minority and a learner may help develop relationships with yourself, your students, their families, and their communities. Learning how Systematic Oppression has evolved and continues to affect our world, communities, schools, and students will help create an understanding of where our students will be coming from.

**Module Objectives:**

1. Analyze the effects of historical trauma and current oppression on diverse populations within school systems. (Course Objective 4)
2. Inspect the feelings of being a minority through cultural immersion. (Course Objective 3)

**Module 4: Macroaggressions: The invisible truths of trauma and crisis**

Responding to trauma and crisis in schools takes patience, skills, and an understanding of what is being said- but not with words. This module will study macroaggressions, which are often the birthplace of crisis situations. Many times, when we think of racism, sexism, classism, heterosexism, we think of overt and identifiable things such as recognizable words, gestures, policies/procedures, etc. In this module, you will consider how oppression and discrimination occur in more covert, subtle, and at times even unconscious ways.

**Module Objectives**

1. Articulate your knowledge and understanding about how trauma and crisis are linked to oppression, discrimination, and stereotyping affect you personally, professionally, institutionally. (Course Objective 4)
2. Describe the psychological impact of macroaggressions on marginalized groups during times of crisis. (Course Objective 4)
3. Explain how the implications for clinical practice can guide crisis assessment when working with marginalized groups. (Course Objective 5)
4. Discuss characteristics of agencies/organizations that offers crisis help that is grounded in culturally competent care. (Course Objective 7)

**Module 5: Student Identity Crisis: A look at Racial/Cultural Identity Development**

As a school counselor, you will be faced with students who are struggling with either identity. It’s important to understand identity crisis and how to help students connect with resources that may help them. As we live in a diverse world and as you work with diverse students and in diverse school systems it is important to consider what it means to be in an identity crisis. In this module, you will be introduced to models of identity development and solution-focused crisis counseling. While studying these models, you will reflect on the characteristics of stages of identity development and the therapeutic implications of these stages.

**Module Objectives**

1. Discuss how different students’ religious and/or spiritual beliefs and values may affect crisis plans within a school system. (Course Objective 5)
2. Identify the important factors that are influential in the development of cultural identity in people of color and how it impacts identity and identity crisis in youth. (Course Objective 3)
3. Acquire an understanding of what it means to be White and how that cultural identity may affect crisis management. (Course Objective 5)
4. Identify counseling implications of the information provided for identity development. (Course Objective 5)
5. Articulate how participating in activities outside the academic setting with a culturally different group affected you and how it may impact your work during a crisis situation. (Course Objective 3)

**Module 6: Developing Effective Communication Approaches when Responding to Crisis and Trauma.**

Communication is a key component when responding to a crisis. Earlier in the course you learned about cultural competence in terms of awareness, knowledge, and skill. To be effective, it is important for counselors to be aware of students’ attributes, group membership, and communication styles for help tailor interventions and advocacy strategies in times of trauma and crisis. In this module, you will explore cultural considerations specific to different populations, including implications of cultural norms and acculturation when responding to crisis and trauma in a school system.

**Module Objectives**

1. Identify and discuss how cultural, sociopolitical and economic influences may impact crisis response and the counseling process. (Course Objective 6)
2. Recognize barriers to effective communication during a crisis. (Course Objective 6)
3. Discuss how classism and communication styles impact crisis counseling. (Course Objective 5 & 6)

**Module 7: Summary and Course Reflection**

This module is a culmination of the past six weeks. There are many factors that contribute to being an effective counselor and advocate in times of trauma and crisis; especially in our fast-paced world full of diversity and change. You will be exploring the role of professional counselors as social justice advocates and promoters of client-self advocacy at four different levels.

**Module Objectives**

1. Identify and discuss how you may advocate at instructional and community levels on behalf of your students/clients during times of crisis in a school. (Course Objective 7)
2. Analyze how systematic factors affect trauma response, mental health, and counseling practices. (Course Objective 7)
3. Examine and discuss your cultural identity and its impact on your personal and professional life. (Course Objective 1, 4, 6, & 7)

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: Describe established and emerging counseling and educational methods, including but not limited to childhood and adolescent development, learning theories, behavior modification and classroom management, social justice, multiculturalism, group counseling, career/college readiness, and crisis response. (ASCA 2.2), Demonstrate strengths-­‐based counseling and relationship-­‐building skills to support student growth and promote equity and inclusion. (ASCA 2.3), Identify individual counseling, group counseling, and classroom instruction techniques to ensure equitable access to resources promoting academic achievement, college/career readiness, and social/emotional development for every student. (ASCA 3.2), Articulate the school counselor’s role as an integrated member of the educational team to support student success and school improvement. (ASCA 3.4), Plan, organize, and implement a variety of instructional and counseling strategies as part of a comprehensive school counseling program (direct and indirect student services) to improve preK-­‐12 student attitudes, knowledge, and skills. (ASCA 4.1), Collaborate with stakeholders such as families, teachers, support personnel, administrators, and community partners to create learning environments that promote educational equity, success, and well-­‐being for every student. (ASCA 4.2), Describe how to access school and community resources to make appropriate referrals based on the needs of students. (ASCA 4.3)

 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 challenges students to become multiculturally competent practitioners and 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 trauma and crisis in regards to multiculturalism. It covers Program Outcome #2 as listed in the current MSE School Counseling Program Assessment Plan: 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 7, Praxis II, 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** | 1. Describe established and emerging counseling and educational methods, including but not limited to childhood and adolescent development, learning theories, behavior modification and classroom management, social justice, multiculturalism, group counseling, career/college readiness, and crisis response. (ASCA 2.2)
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| Which learning activities are responsible for this outcome? | Course readings, class discussions and video lectures. |
| Assessment Measure  | Discussion Postings, written essay assignments, and final exam.  |

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| **Outcome 2** | Demonstrate strengths-­‐based counseling and relationship-­‐building skills to support student growth and promote equity and inclusion. (ASCA 2.3) |
| 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** | Identify individual counseling, group counseling, and classroom instruction techniques to ensure equitable access to resources promoting academic achievement, college/career readiness, and social/emotional development for every student. (ASCA 3.2) |
| 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 4** | Articulate the school counselor’s role as an integrated member of the educational team to support student success and school improvement. (ASCA 3.4) |
| 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 5** |  Plan, organize, and implement a variety of instructional and counseling strategies as part of a comprehensive school counseling program (direct and indirect student services) to improve preK-­‐12 student attitudes, knowledge, and skills. (ASCA 4.1 |
| 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 6** | Collaborate with stakeholders such as families, teachers, support personnel, administrators, and community partners to create learning environments that promote educational equity, success, and well-­‐being for every student. (ASCA 4.2) |
| 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 7** | Describe how to access school and community resources to make appropriate referrals based on the needs of students. (ASCA 4.3) |
| 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 6803. Multicultural Issues in Crisis and Trauma*** *Study of societal changes, societal subgroups, social norms and interaction patterns with an emphasis on cultural competence and humility in preventing and intervening during a time of crisis.*