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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)

Rebekah Cole, [recole@astate.edu](mailto:recole@astate.edu), 6190396-8601

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*. )

COUN 6843

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).

Theories of Professional School Counseling

Short title: Theories School Counseling

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

Foundational individual and group counseling and education theories used in school counseling for successful student outcomes.

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. Why or why not?

Enter text...

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)

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** – **Yes / 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- The Professional School Counselor within the Educational System**

**Module Objectives:**

1. Learn theories of childhood and adolescent development
2. Discuss foundational learning theories
3. Discuss best practices related to behavior modification and classroom management for students with behavioral challenges
4. Discuss the school counselor’s role in advocating for social justice and steps to becoming multicuturally competent
5. Discuss best practices for group counseling in the school setting
6. Discuss ways to promote career/college readiness for all students

**Module 2- Themes of Comprehensive School Counseling Programs: Leadership, Advocacy, Collaboration, and System Change**

**Module Objectives:**

1. Apply ASCA School Counselor Competencies and knowledge of a comprehensive school counseling program framework
2. Discuss how professional school counselors can be leaders, advocates, collaborators, and systemic change agents in the school setting

**Module 3- Foundation, Management, and Delivery of Comprehensive School Counseling programs**

**Module Objectives:**

1. Apply ASCA School Counselor Competencies and knowledge of a comprehensive school counseling program framework, including foundation, management, delivery, and accountability.
2. Discuss best practices for building a foundation, managing, and delivering services within the comprehensive school counseling program

**Module 4- Delivery of Comprehensive School Counseling Programs**

**Module Objectives:**

1. Discuss various models of delivery systems
2. Discuss best practices for individual and group counseling in the school setting
3. Discuss best ways to educate students and best practices for curriculum development
4. Discuss best practices for serving as a consultant and consultee with stakeholders in the school system

**Module 5- School Counseling Theories: Adlerian, Cognitive-Behavioral, Solution-Focused, and Choice Theory**

**Module Objectives:**

1. Discuss established and emerging evidence-based counseling theories and techniques that are effective in a school setting: Adlerian Theory
2. Discuss established and emerging evidence-based counseling theories and techniques that are effective in a school setting: Cognitive-Behavioral Theory
3. Discuss established and emerging evidence-based counseling theories and techniques that are effective in a school setting: Solution-Focused Counseling
4. Discuss established and emerging evidence-based counseling theories and techniques that are effective in a school setting: Choice Theory

**Module 6- School Counseling Theories: Rational Emotive Behavioral Therapy, Person-Centered Counseling, and Family Systems**

**Module Objectives:**

1. Discuss established and emerging evidence-based counseling theories and techniques that are effective in a school setting: Rational Emotive Behavioral Therapy
2. Discuss established and emerging evidence-based counseling theories and techniques that are effective in a school setting: Person-Centered Counseling
3. Discuss established and emerging evidence-based counseling theories and techniques that are effective in a school setting: Family Systems Therapy

**Module 7- School Counseling Theories: Play and Art-Based Approaches to Counseling, and Crisis Response and Intervention in Schools**

**Module Objectives:**

1. Discuss established and emerging evidence-based counseling theories and techniques that are effective in a school setting- Play and Art-Based Approaches
2. Discuss the school counselor’s role and responsibility in responding to crises in the school setting

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.?

None

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)

The expected student outcomes are as follows: ASCA 2.1 Apply ASCA School Counselor Competencies and knowledge of a comprehensive school counseling program framework, including foundation, management, delivery, and accountability. ASCA 2.2 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 2.3 Demonstrate strengths-based counseling and relationship-building skills to support student growth and promote equity and inclusion. ASCA 2.4 Describe established and emerging evidence-based counseling theories and techniques that are effective in a school setting, including but not limited to rational emotive behavior therapy, reality therapy, cognitive-behavioral therapy, Adlerian, solution-focused brief counseling, person-centered counseling and family systems.

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 gives an overview of the school counselor’s role within the school system. In addition, it teaches students essential, evidence-based theories and techniques to use in their work with students. 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.

MSE School Counseling Program 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 course will address Program Learning Outcome #2 in the current MSE School Counseling 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)** | **Program Outcome #2 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, Comprehensive Exam, Exit Survey, Employer Survey |
| Assessment  Timetable | Fall, Spring, and Summer Semesters |
| Who is responsible for assessing and reporting on the results? | School Counseling Faculty are 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**

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

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| **Outcome 1** | Apply ASCA School Counselor Competencies and knowledge of a comprehensive school counseling program framework, including foundation, management, delivery, and accountability. |
| Which learning activities are responsible for this outcome? | Course readings, class discussions, video lectures |
| Assessment Measure | Discussion postings, written essay assignments, quizzes, final exam |

*(Repeat if needed for additional outcomes)*

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| O**utcome 2** | 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. |
| Which learning activities are responsible for this outcome? | Course readings, class discussions, video lectures |
| Assessment Measure | Discussion postings, written essay assignments, quizzes, final exam |

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| **Outcome 3** | Demonstrate strengths-based counseling and relationship-building skills to support student growth and promote equity and inclusion. |
| Which learning activities are responsible for this outcome? | Course readings, class discussions, video lectures |
| Assessment Measure | Discussion postings, written essay assignments, quizzes, final exam |

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| **Outcome 4** | Describe established and emerging evidence-based counseling theories and techniques that are effective in a school setting, including but not limited to rational emotive behavior therapy, reality therapy, cognitive-behavioral therapy, Adlerian, solution-focused brief counseling, person-centered counseling and family systems. |
| Which learning activities are responsible for this outcome? | Course readings, class discussions, video lectures |
| Assessment Measure | Discussion postings, written essay assignments, quizzes, 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 6843. Theories of Professional School Counseling*** *Foundational individual and group counseling and education theories used in school counseling for successful student outcomes.*