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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), 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*. )

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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).

Techniques and Instructional School Counseling Interventions

Short title: Interventions

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

Foundational individual and group counseling skills for student success, including assessment of individual students’ academic, college/career, and social/emotional needs and identification of evidence-based direct and indirect school counseling activities in support of student success.

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** – 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: Building the Helping Relationship**

**Module Overview:**

In this module you will begin to think about the types of positive working relationships you will build with your future students. Starting off your time with your student is very important as you will build trust with her/him. It’s important to think about both verbal and nonverbal factors as you interact with your student in an attempt to invite and encourage her/him to talk with you.

**Module Objectives:**

1. Discuss the nature of the helping relationship
2. Recognize and practice invitational skills

**Module 2: Reflection Skills**

**Module Overview:**

In this module we will learn three very important techniques that you will use in most of your future interactions with students: paraphrasing, reflecting feeling, reflecting meaning, and summarizing. After reviewing each of these techniques you will practice them in a videotaped mock counseling session, which you will repeat each week of the semester.

**Module Objectives:**

1. Discuss and practice techniques to paraphrase
2. Discuss and practice techniques to reflect feelings
3. Discuss and practice techniques to reflect meaning and summarizing

**Module 3:** Challenging, Goal-Setting, Change, and Termination

**Module Overview:**

In this module we will learn how to most effectively challenge our students to change their behaviors. In addition, we will explore best practices for terminating the counseling relationship with students.

This week you will continue to practice your counseling skills as you review another videotape of yourself working with a mock student. Be sure to try out each of the new techniques in this module so you can get a “feel” for what they are like to use.

**Module Objectives:**

1. Explore and develop challenging skills
2. Discuss assessment and goal setting in the counseling relationship
3. Explore and develop change techniques
4. Explore and practice evaluation, reflection, and termination techniques

**Module 4- Stages of Group Counseling: Group Formation, Storming, Norming, Performing, and Closing**

This week we will also explore the progressive stages of group counseling: storming, norming, and performing. We will also discuss how to best terminate a group, an important and meaningful step in the group process as well. As you learn about these different stages, think about what they might look like with the developmental age group of students you will work with in the future.

**Module Objectives:**

1. Discuss the nature of group formation in the school setting
2. Discuss strategies and techniques for facilitating a group in the group formation stage
3. Discuss the different group stages: Storming, Norming, and Performing
4. Discuss group termination

**Module 5-** Theoretically Run Groups and Group Counseling for Children and Adolescents in a School Setting

**Module Overview:**

In this module we will explore how the counseling theories that you have learned in your previous courses apply to the group counseling setting. Overall, these theories will guide your leadership style and approach that you take when developing and running your groups. As you read through the material this week, think about which theory you are most drawn to or which makes the most sense to you, and why.

In this module we will likewise discuss best practices for working with children and adolescents in groups in regards to group leadership, planning, and dynamics. We will also compare approaches and techniques when working with elementary, middle, and high school students. Your focus in this module will be the developmental age group that you hope to work with in the future, but it is hopeful to be familiar with the differences in leading groups across all developmental levels.

**Module Objectives:**

1. Discuss the premises and practices of theoretically run groups
2. Discuss the role of leaders in each of the theoretical groups
3. Discuss approaches to group counseling for children and adolescents
4. Discuss the nature of group counseling in elementary, middle, and high school settings

**Module 6- Developmental and Contextual Considerations for Classroom Guidance**

In this module we will explore the nature of classroom guidance in the elementary, middle, and high school settings. We will discuss the social, emotional, cognitive, and developmental needs of the students in each of these levels as well as best practices for curriculum development and classroom management. Overall, much emphasis will be placed on developmental levels and how these stages of development affect the student’s ability to learn and thrive in the classroom setting.

**Module Objectives:**

1. Discuss the nature of classroom guidance in elementary, middle, and high school settings
2. Discuss the developmental needs of students throughout the lifespan

**Module 7- Planning, Execution, and Evaluation of Classroom Guidance**

This module will focus on using a needs assessment data to identify standards for a core curriculum as well as organizing curriculum standards into logical units and draft learning objectives for lessons. In addition, we will discuss how you will use data to drive your classroom guidance curriculum and to report the results of your efforts to your stakeholders. Finally, we will discuss how to utilize your individual and group counseling skills within your classroom guidance lessons as well as ways to address challenging student behaviors.

**Module Objectives:**

1. Discuss how to use a needs assessment to plan a classroom guidance curriculum
2. Discuss best practices for classroom management
3. Discuss ways to report data to stakeholders to show the school counselor’s impact in the classroom 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.?

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)

ASCA 3.1 Use multiple data points, including student interviews, direct observation, educational records, consultation with parents/families/staff, and test results to systemically address student needs and collaboratively establish goals. ASCA 3.2 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 3.3 Describe and apply ASCA School Counselor Competencies in the implementation of a comprehensive school counseling program that meets the needs of all students, including students with diverse learning needs. ASCA 3.4 Articulate the school counselor’s role as an integrated member of the educational team to support student success and school improvement.

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 covers important counseling techniques, interventions, and classroom guidance skills that the school counselor will utilize on a daily basis in her/his school. 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)** | **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 7, Comprehensive Exam, Exit Survey, Employer Survey |
| Assessment  Timetable | The outcome will be assessed in the Fall, Spring, and Summer Semesters |
| Who is responsible for assessing and reporting on the results? | The MSE School Counseling Faculty is responsible for assessing, evaluating, and analyzing the 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** | Use multiple data points, including student interviews, direct observation, educational records, consultation with parents/families/staff, and test results to systemically address student needs and collaboratively establish goals |
| 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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| **Outcome 2** | 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. |
| 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** | Describe and apply ASCA School Counselor Competencies in the implementation of a comprehensive school counseling program that meets the needs of all students, including students with diverse learning needs. |
| 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** | Articulate the school counselor’s role as an integrated member of the educational team to support student success and school improvement. |
| 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 6663.* ***Techniques and Instructional School Counseling Interventions*** *Foundational individual and group counseling skills for student success, including assessment of individual students’ academic, college/career, and social/emotional needs and identification of evidence-based direct and indirect school counseling activities in support of student success.*