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

**New Course Proposal Form**

**[X] Undergraduate Curriculum Council**

**[ ] 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 W. Wilkinson 3/8/2018**Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**COPE Chair (if applicable)** |
| Kris Biondolillo 3/9/2018**Department Chair:**  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Head of Unit (If applicable)**   |
| Wayne W. Wilkinson 3/30/2018**College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Undergraduate Curriculum Council Chair** |
| Lance G. Bryant 3/30/2018**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)

**Dr. Lacy C. Overley,** **lcrumrine@astate.edu****, (870)680-4843**

2. Proposed Starting Term and Bulletin Year

**Spring 2019: (Bulletin Year 2018-2019)**

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 3123**

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).

**Group Process in Helping Relationships**

**Short title= Group Process**

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

**An overview of group dynamics as related to helping professions, group process theories, and how they function from a theoretical perspective and through membership of a process group.**

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

Enter text...

* 1. Why or why not?

 Enter text...

1. **Yes / No** Is this course restricted to a specific major? **NO**
	1. If yes, which major? Enter text...

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

**SPRING**

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**

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

11. **Yes / No** Is this course cross listed? **NO**

*(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. **Yes / No** Is this course in support of a new program? **Yes, this course is intended to be part of an undergraduate Certificate in Helping Professions to be proposed in Fall 2018.**

a. If yes, what program?

 **Certificate in Helping Professions to be proposed in Fall of 2018**.

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

a. If yes, what course?

Enter text...

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

a. If yes, which course?

Enter text...

15. **Yes / No** Has it been confirmed that this course number is available for use? **YES**

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

16. **Yes / No** Does this course affect another program? **NO**

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.)

**Tentative Schedule of Topics and Assignments**

**(Topic dates are subject to change)**

**Date Topic Reading**

**Week 1**

* **Class 1: Introduction and Requirements**
* **Class 2: Introduction to Group Work Corey, Corey, & Corey (2018) chapter 1**

**Week 2**

* **Class 3: The Group Leader/Counselor Corey, Corey, & Corey (2018) chapter 2**
* **Class 4: Ethical and Legal Issues in Group Counseling Corey, Corey, & Corey (2018) chapter 3**

**Week 3**

* **Class 5: 1st Process Group meeting/ Quiz 1**
* **Class 6: Theories and Techniques of Group Counseling Corey. Corey, & Corey (2018) chapter 4**

**Week 4**

* **Class 7: 2nd Process Group meeting**
* **Class 8: Theories and Techniques of Group Counseling/Quiz 2 Corey. Corey, & Corey (2018) chapter 4**

**Week 5**

* **Class 9: 3rd Process Group meeting**
* **Class 10: Forming a Group Corey, Corey, & Corey (2018) chapter 5**

**Week 6**

* **Class 11: 4th Process Group meeting**
* **Class 12: Forming a Group Corey, Corey, & Corey (2018) chapter 5**

**Week 7**

* **Class 13: 5th Process Group meeting/Quiz 3**
* **Class 14: Initial Stage of a Group Corey, Corey, & Corey (2018) chapter 6**

**Week 8**

* **Class 15: 6th Process Group meeting**
* **Class 16: Initial Stage of a Group Corey, Corey, & Corey (2018) chapter 6**

**Week 9**

* **Class 17: 7th Process Group meeting/ Quiz 4**
* **Class 18: Transition Stage of a Group Corey, Corey, & Corey (2018) chapter 6**

**Week 10**

* **Class 19: 7th Process Group meeting**
* **Class 20: Transition Stage of a Group Corey, Corey, & Corey (2018) chapter 6**

**Week 11**

* **Class 21: 8th Process Group meeting/ Quiz 5**
* **Class 22: Working Stage of a Group Corey, Corey, & Corey (2018) chapter 7**

**Week12**

* **Class 23: 9th Process Group meeting**
* **Class 24: Working Stage of a Group Corey, Corey, & Corey (2018) chapter 7**

**Week 13**

* **Class 25: 10th Process Group meeting/ Quiz 6**
* **Class 26: Final Stage of a Group Corey, Corey, & Corey (2018) chapter 8**

**Week 14**

* **Class 27: 11th Process Group meeting**
* **Class 28: Final Stage of a Group/ Quiz 7 Corey, Corey, & Corey (2018) chapter 8**

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

**NONE**

19. Department staffing and classroom/lab resources

**Regular Classroom Only**

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

 **NO**

20. **Yes / No** Does this course require course fees? **NO**

 *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)

 **Currently, the psychology and counseling department does not offer an undergraduate course in group processes. Students from this department often go to work in fields where they are required to facilitate groups and have little to no experience on how to lead this process. In addition, students will go into a graduate program that requires ample group experience to complete the graduate degree and this course can provide a well-rounded base of understanding. The purpose of this course will provide students with an opportunity to develop a better understanding of group, how they work, what it takes to lead them, and experience personally how a group works.**

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.

 **Arkansas State University aims to educate leaders, enhance intellectual growth, and enrich lives. Congruent with this global goal, the mission of the Clinical Mental Health Counseling program is to prepare students to become culturally competent counselors with a strong professional identity who lead through service and advocacy and can effectively work with diverse populations in various settings including community and social service agencies, school-based settings, in-patient facilities and private practices This course fits with this mission by training undergraduate students to serve as qualified paraprofessionals and other helping professions working within a group setting and prepares those who choose to go on to a graduate level clinical program.**

c. Student population served.

**Undergraduates**

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

**There currently is no undergraduate course on group processes in the Department of Psychology and Counseling. The Clinical Mental Health Counseling Program is developing a Certificate in Helping Professions which will be available to undergraduate students at Arkansas State University. This course will be offered as a requirement for that Certificate.**

**Assessment**

**University Outcomes**

22. Please indicate the university-level student learning outcomes for which this new course will contribute. Check all that apply.

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| * 1. **[ ]** Global Awareness
 | * 1. **[x]** Thinking Critically
 | * 1. **[ ]** Information Literacy
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**Relationship with Current Program-Level Assessment Process**

23. 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?

**\*NOTE: The learning outcomes below reflect the program expectations for the Certificate in Helping Professions to be proposed in the fall of 2018.**

**The program-level learning outcomes for students enrolled in this course are:**

1. **Students will gain foundational knowledge and develop basic interpersonal communication skills appropriate for application in a variety of paraprofessional helping careers or entry into a graduate program in the helping professions.**
2. **Students will demonstrate an understanding of self-awareness, interpersonal and group interactions, and an understanding of mental health issues from a multicultural, wellness-focused, and developmental perspective.**

**This course is meant to address objective #2**

24. 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.*

This section will be completed during the process of proposing the undergraduate Certificate in Helping Professions (to be completed in Fall 2018).

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| **Program-Level Outcome 1 (from question #23)** |  |
| Assessment Measure |  |
| Assessment Timetable |  |
| Who is responsible for assessing and reporting on the results? |  |

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

 **Course-Level Outcomes**

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

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| **Outcome 1** | Students will understand the various stages and functions within the group process.  |
| Which learning activities are responsible for this outcome? | Students will be assigned readings to explore the use of group interactions in mental health profession.Students will participate in class discussions of assigned readings and group participation process as it is applied to mental health professions.Students will participate in a process group to gain first hand exposure and experience with the group process.  |
| Assessment Measure  | Students will complete seven quizzes throughout the semester for a grade over the readings and class discussions. Students are required to write a final reaction paper synthesizing their experience as a group member with what they learned through readings and class discussions. |

*(Repeat if needed for additional outcomes)*

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| **Outcome 2** | Students will be able to identify and understand ethical and legal issues in relation to leading and participating in groups. |
| Which learning activities are responsible for this outcome? | Students will be assigned readings to explore the use of group interactions in mental health profession. Students will participate in class discussions of assigned readings and group participation process as it is applied to mental health professions.  |
| Assessment Measure  | Students will complete seven quizzes throughout the semester for a grade over the readings and class discussions.  |

*(Repeat if needed for additional outcomes)*

**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.* |

**DEPARTMENT OF PSYCHOLOGY AND COUNSELING**

***Counseling (COUN)***

***COUN 3123. Group Process in Helping Relationships. An overview of group dynamics as related to helping professions, group process theories, and how they function from a theoretical perspective and through membership of a process group. Spring.***

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