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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*. )

Enter text... **COUN 6893**

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).

**School Based Crisis Planning and Intervention**

Short title: “Planning and Intervention”

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

Fundamental planning and intervention for small and large-scale crises, including the development of a crisis intervention plan.

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 / No**
2. 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: Preparing for Crisis**

Taking action prior to a crisis can save lives, prevent injury, and minimize damage. If the school you are hired at does not have a crisis plan in place, you will more than likely be part of the planning. If they have a current one, you should review, practice, and update it regularly. Every school's needs and circumstances are different; assessments help provide general guidance to school districts to help them navigate crisis planning.

**Module Objectives:**

1. Describe how schools and communities prepare for Crisis situations. (Course Objective 5)
2. Discuss obstacles to Crisis Planning (Course Objective 1)
3. Assess a school’s crisis plan (Course Objective 3)
4. Analyze potential impacts of not having a crisis plan (Course Objective 1)

**Module 2: Mitigation and Prevention**

In this module, mitigation and prevention will be the overarching theme. Mitigation can decrease the need for response as opposed to simply increasing response capability. Connecting with the school’s local community emergency responders can help, along with determining who is responsible for overseeing violence prevention strategies.

**Module Objectives**

1. Discuss and summarize the benefits of mitigation in regards to connecting with local emergency responders. (Course Objective 5)
2. Describe and discuss why staff should provide input and feedback during the crisis planning process. (Course Objective 2)
3. Discuss how crime and violence within the school may impact vulnerability. (Course Objective 6 & 7)

**Module 3: Preparedness**

Good crisis planning within the school system can facilitate a rapid, coordinated, effective response when a crisis occurs. It is important to determine what crisis plans exist in the district, school, and community and to identify all stakeholders involved in crisis planning. School counselors often play an important role in developing procedures for communicating with staff, students, families, and the media. Establishing procedures to account for students during a crisis is an imperative in responding to crisis situations.

**Module Objectives:**

1. Analyze effective crisis planning teams. (Course Objective 4)
2. Describe and discuss the process of developing procedures that promote communication with everyone involved with crisis response. (Course Objective 1 & 7)

**Module 4: Response**

A crisis is the time to follow a crisis plan and make use of a school’s preparations. It is important to know how to determine if a crisis is occurring and be able to identify the type of crisis so that the appropriate response can take place. This module will look at who activates the incident management system and how the team will respond in the time of crisis. Maintaining communication among all relevant staff at officially designated locations will be discussed.

**Module Objectives**

1. Articulate what information needs to be communicated with staff, students, families, and community when a crisis occurs. (Course Objective 1 & 5)
2. Describe how emergency first aid can be administered during a crisis. (Course Objective 2)
3. Explain and discuss an effective Incident Management System. (Course Objective 6)

**Module 5: Recovery**

During the recovery phase of crisis, it is important to return to learning and restoring the infrastructure as quickly as possible. School counselors will monitor how staff are assessing students for the emotional impact of the crisis and identify what follow up interventions are available to students, staff, and first responders. Conducting debriefings with staff and first responders are important and will allow for healing to begin. . Assess curricular activities that address the crisis. Allocate appropriate time for recovery. Plan how anniversaries of events will be commemorated. Capture "lessons learned" and incorporate them into revisions and trainings.

**Module Objectives**

1. Discuss how school counselors can impact the restoration of the school environment after a crisis. (Course Objective 5)
2. Identify follow up interventions available to students and staff. (Course Objective 1 & 2)
3. Articulate and discuss the importance of time regarding recovery and how to address anniversaries of traumatic events. (Course Objective 3)

**Module 6: Emotionally Helping Students in Times of Crisis**

Keeping students as emotionally stable as possible during a crisis is important. Returning to normal routines will be a task that school counselors face. Students will gain security from the predictability of routine, both in and out of school. Being honest with students and sharing with them as much information as they are developmentally able to handle can be challenging when working with several grade levels in a school system. Listen to kids’ fears and concerns. Reassure kids that the world is a good place to be, but that there are people who do bad things. Parents and adults need to first deal with and assess their own responses to crisis and stress. Rebuild and reaffirm attachments and relationships.

**Module Objectives**

1. Identify and discuss how school counselors can optimize emotional safety during times of crisis. (Course Objective 2)
2. Describe and identify resources for students and parents after a crisis has occurred. (Course Objective 5)
3. Discuss how assessing our own responses to crisis and stress impact our ability to respond effectively within the school system. (Course Objective 2 & 7)

**Module 7: Summary and Comprehensive Plan**

This module is a culmination of the past six weeks. There are many factors that contribute to an effective crisis plan. You will be exploring the role of school counselors as a part of the school-wide crisis plan.

**Module Objectives**

1. Identify and discuss how you may be best utilized in your school crisis plan. (Course Objective 1)
2. Analyze how systematic factors affect the role you may play. (Course Objective 4)
3. Examine and discuss how your personal and professional experiences may impact your ability to respond effectively. (Course Objective 2)

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: (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 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 4.1) 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 4.2) 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 4.3) Describe how to access school and community resources to make appropriate referrals based on the needs of students, (ASCA 4.4) Apply appropriate technologies to support student learning and development, assessment, planning, and delivery of comprehensive school counseling programs.

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 prepares students to be leaders and well-equipped practitioners during a time of crisis. It 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 onSchool-Based Crisis Planning and Intervention. It aligns with School Counseling Program Outcome #2 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 in times of crisis and trauma.

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, Comprehensive Exam, Praxis II, Student 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** | Apply ASCA School Counselor Competencies and knowledge of a comprehensive school counseling program framework, including foundation, management, delivery, and accountability (ASCA 2.1). |
| 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** | 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). |
| 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** | 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 3.3). |
| 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 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). |
| 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** | 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. |

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| **Outcome 7** | Apply appropriate technologies to support student learning and development, assessment, planning, and delivery of comprehensive school counseling programs (ASCA 4.4). |
| 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. |

**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 6893. School-Based Crisis Planning and Intervention*** *Fundamental planning and intervention for small and large-scale crises, including the development of a crisis intervention plan.*