

Graduate Council  
April 19, 2018  
Library 6th Floor Conference Room 603

Voting Members Present: Amanda Wheeler, Ashley Schulz, David Jeong, Debbie Shelton, Deborah Chappel Traylor, Fabricio Medina-Bolivar, Gil Fowler, Hideya Koizumi, John Mello, Lauren Schack Clark, Lauri Umansky, Shawn Drake, Steve Green, Steve Bounds

Non-Voting Members Present: Allyson Myers, Karen Wheeler, Summer DeProw

Members Absent: Rokib Hasan

Meeting called to order at 3:00 pm.

1. Approval of March 15, 2018 Minutes. Motion to approve: Gil Fowler. Seconded: Debbie Shelton. Pass
2. Course Proposals
  - a. 2018G\_AET01\_NC\_PSSC-5923-Agroeco-sys
    - i. Department was not aware that assessment information (#24) was required for an experimental course.
    - ii. Motion to approve with corrections to #24: Steve Bounds. Second: Hideya Koizumi. Pass
  - b. 2018G\_AET02\_BC\_Engineering-Mgmt-update
    - i. Motion to approve: Gil Fowler. Second: Fabricio Medina-Bolivar. Pass
  - c. 2018G\_AET03\_NC\_CE-5803-Open-Channel-Flow-REVISION1  
2018G\_AET04\_NC\_CE-5813-Groundwater-Hydrology-REVISION1  
2018G\_AET05\_NC\_CE-5893-Sustainability-Water-Res-REVISION1
    - i. AET03-05 considered together.
    - ii. Motion to approve all: Steve Green. Second: Amanda Wheeler. Pass
  - d. 2018G\_BU05\_BC\_Prereqs-FIN-6723-MBA-501V.pdf
    - i. Motion to approve: Amanda Wheeler. Second: Fabricio Medina-Bolivar. Pass
  - e. 2018G\_EBS06\_NC\_Group-Counseling-Practicum
    - i. Discussion: There was a problem with the assessment for the course. The Office of Assessment has contacted the department.
    - ii. Motion to table: John Mello. Second: Gil Fowler. Tabled
  - f. 2018G\_EBS07\_LON13\_School-Counseling

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- i. Motion to acknowledge: Steve Green. Second: John Mello. Acknowledged.
  - g. 2018G\_EBS08\_LON6\_SCCE-Inactivation
    - i. Motion to acknowledge: Amanda Wheeler. Second: Fabricio Medina-Bolivar. Acknowledged.
  - h. 2018G\_LAC08\_BC\_MA-Sociology-change
    - i. Motion to approve: John Mello. Second: Fabricio Medina-Bolivar. Pass
  - i. 2018G\_SM03\_CD\_BIO-5303-Forensic-Entomology
    - i. No vote required. Proposal was passed 03.15.18.
- 3. Non-Curricular Requests
  - a. 2018G\_NC42\_Reg\_Lauri-Umansky
    - i. Lauri Umansky excused from meeting during discussion of NC42-43.
    - ii. Motion to approve: John Mello. Second: Steve Bounds. Pass
  - b. 2018G\_NC43\_Temp\_Summer-DeProw
    - i. Summer DeProw excused from meeting during discussion of NC42-43.
    - ii. Motion to approve: Gil Fowler. Second: Steve Bounds. Pass
- 4. Subcommittee Update on SGOC Proposal – Composition of Dissertation/Thesis Committees
  - a. Time to Degree and Suspension-Readmission proposals were sent to Shared Governance Oversight Committee. We did not submit the proposal on Composition of Dissertation Committees due to the questions this committee expressed.
    - i. Discussion regarding composition of committees:
      - 1. Grad Policy Group looked into changing the standard University minimum number of faculty required to serve on dissertation committees. It is currently 3 members, the group recommends changing it to 5 members.
      - 2. The Heritage Studies doctoral program was originally modeled after other programs which only required 3 member minimum on dissertation committees. They have no faculty in the program and finding more faculty willing to serve on their committees would be a struggle. They cannot see how this would improve the quality of

the program and would only add the burden of finding additional members for the committees.

- a. The Policy Group looked at other major Heritage and American Studies programs and found that the majority required more than 3 faculty on their dissertation committees. 4-5 members is standard.
3. During the discussion, faculty load was identified as an issue that the Policy Group could look at in the fall. Addressing faculty load could alleviate some of the difficulties in finding faculty willing to serve on these committees.
  4. The committee suggested further thought on this issue and recommended that the Policy Group take up the issue again in the fall, perhaps adding members with a stake in the conversation.
5. Faculty Senate – Shared Governance Committee Summary
- a. The Council Chair sent a brief report to Mike McDaniel on behalf of Graduate Council.

Meeting adjourned.

**Standard Subcommittee Memberships**

Subcommittee 1	Subcommittee 2	Subcommittee 3
Gil Fowler	Steve Green	Shawn Drake
Deborah Chappel Traylor	David Jeong	Debbie Shelton
Lauren Schack Clark	Amanda Wheeler	Fabricio Medina Bolivar
Lauri Umansky	Steve Bounds	Hideya Koizumi
John Mello	Ashley Schulz	Rokib Hasan
Can review: AET, EBS, NHP, SM	Can review: BU, LAC, NHP, SM	Can review: AET, BU, EBS, LAC

To access graduate faculty status applications:  
<http://www.astate.edu/a/shared-governance/shared-governance-committees/undergraduate-curriculum-council/graduate-council/noncurricular>

Password: **Grad\_Faculty**

To access curricular proposals  
<https://www.astate.edu/a/shared-governance/shared-governance-committees/undergraduate-curriculum-council/graduate-council/current-documents.dot>

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## New Course Proposal Form

Undergraduate Curriculum Council

Graduate Council

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.

*Steven Green* 2/15/2018  
Department Curriculum Committee Chair

	ENTER DATE...
<b>COPE Chair (if applicable)</b>	

*Donald Kennedy* 3/1/2018  
Department Chair:

	ENTER DATE...
<b>Head of Unit (If applicable)</b>	

*Steven Green* 2/15/2018  
College Curriculum Committee Chair

	ENTER DATE...
<b>Undergraduate Curriculum Council Chair</b>	

*Timothy Burcham* 3/1/2018

	ENTER DATE...
<b>Graduate Curriculum Committee Chair</b>	

**General Education Committee Chair (If applicable)**

	ENTER DATE...
<b>Vice Chancellor for Academic Affairs</b>	

1. Contact Person (Name, Email Address, Phone Number)  
Steven Green, [sgreen@astate.edu](mailto:sgreen@astate.edu), x-3463

2. Proposed Starting Term and Bulletin Year  
Su 2018

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.*)  
PSSC 5923

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).

### Agroecological Systems

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

Field-based course to develop a deeper conceptual and analytical framework for understanding agricultural ecosystems of the region. Students will work in teams and visit numerous working farms and agricultural enterprises in their quest to understand agricultural system sustainability.

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).

- a. **NO** Are there any prerequisites?
  - a. If yes, which ones?
  - b. Why or why not?
  
- b. **YES** Is this course restricted to a specific major?
  - a. If yes, which major? **Agriculture and EVS**

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

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.

### Experiential learning

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** 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.

**11.2** – Are these courses offered for equivalent credit?  
Please explain.

12. **NO** Is this course in support of a new program?

- a. If yes, what program?

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

- a. If yes, what course?

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

- a. If yes, which course?

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.

## 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.)

Unit	Topic of Discussion	Major Assignments
Unit 1	Methods of ecosystem analysis	Preliminary readings
Unit 2	Components of sustainable agriculture	
Unit 3	Row crop agroecosystems	Reflection paper
Unit 4	Animal agroecosystems	
Unit 5	Alternative farming systems	Oral presentation
Unit 6	Natural ecosystem vs agricultural ecosystem	
Unit 7	Ancillary agricultural enterprises	Written term paper

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

This course will include visits to numerous farms and agricultural enterprises in the region. This course will rely heavily on team projects, including the major writing assignment and the major presentation.

19. Department staffing and classroom/lab resources

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

No additional faculty; supplies covered under a USDA grant

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)

With a global population approaching 8 billion people and rising, the need to produce more food on existing agricultural land is imperative. Producing more food in a sustainable manner that does not induce more harm to the global environment is essential. Students need first hand practical knowledge of agricultural practices that are being implemented by successful and environmentally sustainable farmers in order to be able to understand and defend these practices while the majority continue as usual. This knowledge must be gained in the field as opposed to out of a book.

Upon completion of this course, students will have:

1. Defined and described the properties of agroecosystems.
2. Experienced an investigative framework for analyzing the origin, impact and sustainability of agricultural practices used on farms within the region.
3. Gained experience in defining, assessing and interpreting factors that contribute to greater sustainability of agroecosystems.
4. Reviewed and reflected on the basic ecological principles that build and shape agricultural systems.
5. Considered how worldview affects people's (their own and others) views of agroecosystems and of sustainability.

6. Interacted directly with farmers, agricultural scientists, business managers, faculty, and other students who share expertise and interest in agroecosystems and their sustainability.

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.

This course specifically addresses program SLOs to 1) demonstrate both verbal and written communication skills and 2) develop advanced skills in critical thinking and analysis applied to solve relevant problems.

c. Student population served.

This course serves graduate students in agriculture and in environmental sciences.

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

This is a graduate level course. Students will need to synthesize information gained through their undergraduate agriculture or environmental science program and other life experiences. As a split level course (4000/5000), graduate students will serve as team leaders, will receive additional research level instruction beyond what the undergraduate students will receive, and will participate in an oral final exam.

## Assessment

### <<Program level assessment not required for an experimental course>>

#### 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?

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.*

<b>Program-Level Outcome 1 (from question #23)</b>	
Assessment Measure	
Assessment Timetable	
Who is responsible for assessing and reporting on the results?	Who (person, position title, or internal committee) is 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?

<b>Outcome 1</b>	Students will be able to evaluate sustainable agricultural practices.
Which learning activities are responsible for this outcome?	Interviews with farmers, group discussions, and presentations on agricultural evaluation models.
Assessment Measure	End of term presentation of sustainable agriculture practices graded with rubric.

*(Repeat if needed for additional outcomes)*

<b>Outcome 2</b>	Students will become knowledgeable in particular agricultural practices that promote sustainable agriculture.
Which learning activities are responsible for this outcome?	Interviews with farmers, group discussions, and presentations on sustainable agricultural practices.
Assessment Measure	Final term paper graded with rubric.

<b>Outcome 3</b>	Students will learn how to work as a team.
Which learning activities are responsible for this outcome?	Student groups will work together to develop farmer interview questions, participate in group discussions over each unit, develop a group presentation, and produce a final group report.
Assessment Measure	Group presentation and group final report graded by rubric, and team peer evaluations.

## Bulletin Changes

<b>Instructions</b>
<p><b>Please visit <a href="http://www.astate.edu/a/registrar/students/bulletins/index.dot">http://www.astate.edu/a/registrar/students/bulletins/index.dot</a> 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.</b></p> <p><b>*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.</b></p> <ul style="list-style-type: none"> <li>- Deleted courses/credit hours should be marked with a red strike-through (<del>red strikethrough</del>)</li> <li>- New credit hours and text changes should be listed in blue using enlarged font (<b>blue using enlarged font</b>).</li> <li>- Any new courses should be listed in blue bold italics using enlarged font (<b><i>blue bold italics using enlarged font</i></b>)</li> </ul> <p><i>You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the 'format painter' icon →  Format Painter, and selecting the text you would like to apply the change to.</i></p> <p><i>Please visit <a href="https://youtu.be/yjdL2n4lZm4">https://youtu.be/yjdL2n4lZm4</a> for more detailed instructions.</i></p>

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## Bulletin / Banner Change Transmittal Form

Undergraduate Curriculum Council

Graduate Council

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Ms. Donna Burcham	4/6/2018
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**Department Curriculum Committee Chair**

	ENTER DATE
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**COPE Chair (if applicable)**

Ms. Donna Burcham	4/6/2018
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**Department Chair:**

	ENTER DATE
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**Head of Unit (If applicable)**

Dr. Kwangkook Jeong	4/6/2018
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**College Curriculum Committee Chair**

	ENTER DATE
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**Undergraduate Curriculum Council Chair**

Dr. Brandon Kemp	4/6/2018
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**College Dean**

	ENTER DATE
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**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)

Dr. Kwangkook Jeong, [kjeong@astate.edu](mailto:kjeong@astate.edu), 870.972.2088  
 Dr. Brandon Kemp, [bkemp@astate.edu](mailto:bkemp@astate.edu), 870.972.2088

**2.Proposed Change**

Include MIS 6523 - Simulation and Predictive Decision Making as an elective course (Option 2) in the Master of Engineering Management program

**3.Effective Date**

8/15/2018

**4.Justification** – Please provide details as to why this change is necessary.

Simulation and Predictive Decision Making is a relevant and very useful course for practicing engineers and engineering managers.

**Please note – any change to course number, course prefix, or course title should utilize the ‘Course Revision’ form.**  
 Form Revised: 09/05/2017

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**Please note - any change to course number, course prefix, or course title should utilize the 'Course Revision' form.**  
Form Revised: 09/05/2017

## Bulletin Changes

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- 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*)

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Please visit <https://youtu.be/yjdL2n4lZm4> for more detailed instructions.

# Engineering Management

## Master of Engineering Management

<b>University Requirements:</b>	
See Graduate Degree Policies for additional information (p. 35)	
<b>Program Requirements:</b>	<b>Sem. Hrs.</b>
<b>Select twenty-four hours from the following:</b> EGRM 6003, Engineering Statistics EGRM 6013, Quality Control and Improvement EGRM 6023, Engineering Management I EGRM 6033, Engineering Management II EGRM 6043, Operations Research MBA 500V, Survey of Accounting <b>OR</b> POSC 6553, Public Budgeting and Finance MBA 501V, Survey of Finance <b>AND</b> MBA 507V, Survey of Law <b>OR</b> POSC 6593, Seminar in Human Resources Management MKTG 6223, Strategic Marketing <b>OR</b> COMS 5113, Integrated Marketing Communication	24
<b>Elective Track (Select one of the following tracks):</b>  <b>Option 1:</b> <i>For those pursuing Professional Engineering Licensing in states that require coursework beyond the B.S. degree in Engineering.</i> CE/EE/ME/ENGR 5000-level dual-listed, engineering course EGRM 6073, Special Problems in Engineering Management  <b>Option 2 (Select two of the following):</b> <i>For those not pursuing Professional Engineering Licensing.</i> ECON 6353, Environmental Economics EGRM 6073, Special Problems in Engineering Management MGMT 6413, Seminar in Organizational Behavior and Leadership MIS 6413, Management Information Systems	6
<b>Sub-total</b>	<b>30</b>
<b>Total Required Hours:</b>	<b>30</b>

MIS 6523 Simulation and Predictive Decision Making

**Please note - any change to course number, course prefix, or course title should utilize the 'Course Revision' form.**  
 Form Revised: 09/05/2017

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## New Course Proposal Form

Undergraduate Curriculum Council

Graduate Council

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.

Jason Stewart 12/4/2017  
**Department Curriculum Committee Chair**

ENTER DATE...

**COPE Chair (if applicable)**

Jason Stewart 12/4/2017  
**Department Chair:**

ENTER DATE...

**Head of Unit (If applicable)**

Jason Stewart 12/4/2017  
**College Curriculum Committee Chair**

ENTER DATE...

**Undergraduate Curriculum Council Chair**

Brandon Kemp 12/4/2017  
**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)  
*Yeonsang Hwang, Ph.D., yhwang@astate.edu, 870-972-3581*

2. Proposed Starting Term and Bulletin Year  
*Spring 2019, 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.*)  
*CE 5803*

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).

*Open-Channel Flow*

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

*Fundamental concepts of open channel hydraulics, velocity distribution, flow measurements, specific energy concept, and flow analysis for uniform flow, gradually varied flow, and unsteady flow.*

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).

- a. YES Are there any prerequisites?
  - a. If yes, which ones?  
Corequisite, *CE 3253 Engineering Hydrology*
  - b. Why or why not?  
*Students must have solid understanding of fundamental fluid mechanics and civil engineering water system.*
- b. NO Is this course restricted to a specific major?
  - a. If yes, which major?

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

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

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 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.

**11.2** – Are these courses offered for equivalent credit?  
Please explain.

12. NO Is this course in support of a new program?

a. If yes, what program?

13. NO Does this course replace a course being deleted?

a. If yes, what course?

14. NO Will this course be equivalent to a deleted course?

a. If yes, which course?

15. Has it been confirmed that this course number is available for use?

Yes

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.

### 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.)

Week	Topic
1	Introduction to Open Channel Flow / Flow Properties
2	Energy Principle and Specific Energy
3	Critical Flow and Flow Control
4	Uniform Flow Calculation and Manning's Formula
5	Channel Design
6	Steady Gradually Varied Flow
7	Steady Gradually Varied Flow Calculations and Methods
8	Computational Methods / HEC
9	Spillway and Hydraulic Jump
11-12	Unsteady Flow
13-14	Unsteady Flow Calculations and Numerical Methods

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

N/A

19. Department staffing and classroom/lab resources

N/A

a. 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)

*Open channel flow calculation and relevant structure design is a key skill for water resources focused civil engineers.*

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.

This course will equip our graduates with essential skills for open channel analysis and introductory knowledge in computational approaches. This course is **not** mandated by accrediting agency.

c. Student population served.

*MSE and EVS grad students.*

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

*Students pursuing the study of open channel flow must be equipped with the good understanding of fundamental fluid mechanics and civil engineering water resources systems.*

## **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?

*Outcome 4: Program graduates will have an ability to apply advanced mathematical concepts to model physical systems and engineering processes to drive knowledge based design.*

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.

<b><i>Expected Outcomes</i></b>	<b><i>Assessment Procedures</i></b>	<b><i>Assessment Timetable</i></b>	<b><i>Reporting Responsibility</i></b>
<i>Program graduates will have an ability to apply advanced mathematical concepts to model physical systems and engineering processes to drive knowledge based design.</i>	<p><i>Direct Learning Activity:</i> Students will submit calculations of water profile change in an assignment given with channel geometry and flow condition.</p> <p><i>Direct Assessment:</i> The calculations of water profile change in an assignment given with channel geometry and flow condition to evaluate the actual performance using a rubric.</p> <p><i>Indirect Assessment Tool:</i> Graduate survey</p>	<i>Assessment will be reported every third year beginning 2019</i>	<i>COE Graduate Committee Chair is responsible for reporting with data input from the instructor</i>

*Note; The addressed outcomes will **NOT** be assessed by the proposed new course.*

### **Course-Level Outcomes**

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

<b>Outcome 1</b>	<i>Students will be able to calculate water profile change due to hydraulic jump.</i>
Which learning activities are responsible for this outcome?	<i>Students will learn and produce water profile due to hydraulic jump by applying specific energy-derived equation.</i>

Assessment Measure	<i>Students will submit calculations of water profile change in an assignment given with channel geometry and flow condition.</i>
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*(Repeat if needed for additional outcomes)*

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## On Page 290,

**CE 5283. Structural Steel Design** Design of structural systems in steel. Design of tension and compression members, beams with bending and axial stresses, bolted and welded connections. Prerequisite, C or better in CE 3213. Dual listed as 4283.

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**EE 5323. Electrical Machinery** Introduction to the analysis and design of electromechanical energy conversion systems, magnetic circuit theory, general transformer and machinery theory, and DC and AC motors and generators. Prerequisite, C or better in EE 3313 or ENGR 3473, and ENGR 3423. Dual listed as EE 4323.

**EE 5333. Communications Theory** Frequency spectra of time signals. Review of Fourier series and transforms. Signal mixing, modulation, and demodulation. AM and FM broadcasting techniques and bands. Pulsed and digital communication modes. Prerequisite, C or better in EE 3353 (Continuous and Analog Systems) and ENGR 3403 (Electronics 1). Dual listed as EE 4333.

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

## New Course Proposal Form

Undergraduate Curriculum Council

Graduate Council

New Course or  Experimental Course (1-time offering) (Check one box)

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Jason Stewart 12/4/2017  
**Department Curriculum Committee Chair**

	ENTER DATE...
<b>COPE Chair (if applicable)</b>	

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**Department Chair:**

	ENTER DATE...
<b>Head of Unit (If applicable)</b>	

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**College Curriculum Committee Chair**

	ENTER DATE...
<b>Undergraduate Curriculum Council Chair</b>	

Brandon Kemp 12/4/2017  
**College Dean**

	ENTER DATE...
<b>Graduate Curriculum Committee Chair</b>	

**General Education Committee Chair (If applicable)**

	ENTER DATE...
<b>Vice Chancellor for Academic Affairs</b>	

1. Contact Person (Name, Email Address, Phone Number)  
*Yeonsang Hwang, Ph.D., yhwang@astate.edu, 870-972-3581*

2. Proposed Starting Term and Bulletin Year  
*Fall 2019, 2019-2020*

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.*)  
*CE 5813*

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).

*Groundwater Hydrology*

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

*Physical principles governing groundwater flow and dynamics and the impact of human activity on groundwater sources.*

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).

a. YES Are there any prerequisites?

a. If yes, which ones?

*C or better in CE 3253 Engineering Hydrology*

b. Why or why not?

*Students must have solid understanding of fundamental fluid mechanics and civil engineering water system.*

b. NO Is this course restricted to a specific major?

a. If yes, which major?

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

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

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 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.

**11.2** – NO Are these courses offered for equivalent credit?

Please explain.

12. NO Is this course in support of a new program?

a. If yes, what program?

13. NO Does this course replace a course being deleted?

a. If yes, what course?

14. NO Will this course be equivalent to a deleted course?

a. If yes, which course?

15. Has it been confirmed that this course number is available for use?

Yes

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.

## 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.)

Week	Topic
1	Introduction to Groundwater / Hydrologic Cycle and Storage
2	Flow Dynamics : Darcy's Law
3	Flow Dynamics : Multi-dimensional Generalization, Hydraulic Conductivity
4	Flow Dynamics
5-6	Flow Nets
7	Well Hydraulics : Steady and Unsteady Flow
8	Pumping Test / Superposition
9	Visualization of Flow Field
10	Unsaturated Flow
11-12	Infiltration and Recharge
13-14	Contaminant Transport

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

NO

19. Department staffing and classroom/lab resources

NO

a. 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)

*Groundwater flow and contaminant transportation are important components for water track focused civil engineering graduates.*

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.

*This course will equip our graduates with essential skills for groundwater analysis and introductory knowledge in computational approaches.*

c. Student population served.

*MSE and EVS grad students.*

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

*Students pursuing the study of groundwater hydrology must be equipped with the good understanding of all engineering calculus sequence (preferably, exposure to differential equations), fluid mechanics, and hydrologic systems.*

## 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?

*Outcome 4: Program graduates will have an ability to apply advanced mathematical concepts to model physical systems and engineering processes to drive knowledge based design.*

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.

<b>Expected Outcomes</b>	<b>Assessment Procedures</b>	<b>Assessment Timetable</b>	<b>Reporting Responsibility</b>
<i>Program graduates will have an ability to apply advanced mathematical concepts to model physical systems and engineering processes to drive knowledge based design.</i>	<p><i>Direct Learning Activity: Students will submit calculations and plots of water profile change in an assignment given with pumping and soil parameters.</i></p> <p><i>Direct Assessment: The groundwater profile due to well pumping by applying equations and mathematical software to evaluate the actual performance using a rubric.</i></p> <p><i>Indirect Assessment Tool: Graduate survey</i></p>	<i>Assessment will be reported every third year beginning 2019</i>	<i>COE Graduate Committee Chair is responsible for reporting with data input from the instructor</i>

*Note; The addressed outcomes will **NOT** be assessed by the proposed new course.*

### Course-Level Outcomes

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

<b>Outcome 1</b>	<i>Students will be able to visualize groundwater surface elevation change due to pumping.</i>
Which learning activities are responsible for this outcome?	<i>Students will learn and produce groundwater profile due to well pumping by applying equations and mathematical software.</i>
Assessment Measure	<i>Students will submit calculations and plots of water profile change in an assignment given with pumping and soil parameters.</i>

*(Repeat if needed for additional outcomes)*

## Bulletin Changes

### Instructions

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**\*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.**

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## New Course Proposal Form

Undergraduate Curriculum Council

Graduate Council

<input checked="" type="checkbox"/> New Course or <input type="checkbox"/> Experimental Course (1-time offering)	(Check one box)
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Jason Stewart 12/4/2017  
**Department Curriculum Committee Chair**

	ENTER DATE...
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**COPE Chair (if applicable)**

Jason Stewart 12/4/2017  
**Department Chair:**

	ENTER DATE...
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**Head of Unit (If applicable)**

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**College Curriculum Committee Chair**

	ENTER DATE...
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**Undergraduate Curriculum Council Chair**

Brandon Kemp 12/4/2017  
**College Dean**

	ENTER DATE...
--	---------------

**Graduate Curriculum Committee Chair**

	ENTER DATE
--	------------

**General Education Committee Chair (If applicable)**

	ENTER DATE...
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**Vice Chancellor for Academic Affairs**

1. Contact Person (Name, Email Address, Phone Number)  
*Yeonsang Hwang, Ph.D., yhwang@astate.edu, 870-972-3581*

2. Proposed Starting Term and Bulletin Year  
*Fall 2018, 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.*)  
*CE 5893*

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).

*Sustainability and Water Resources* (Short title: *Sustainability and Water Res.*)

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

*Fundamental concepts of sustainability, the interconnection of the water system with other systems, the environmental and socio-economic aspects of water systems, and case studies for sustainable strategies.*

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).

a. YES Are there any prerequisites?

a. If yes, which ones?

*C or better in CE 3253 Engineering Hydrology and CE 3263 Intro to Environmental Engineering*

b. Why or why not?

*Study of sustainable water resources requires collective understanding of both water quantity and quality.*

b. NO Is this course restricted to a specific major?

a. If yes, which major?

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

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*

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 Is this course dual listed (undergraduate/graduate)?

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Please explain.

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a. If yes, which course?

15. Has it been confirmed that this course number is available for use?

*Yes*

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.

### 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.)

Week	Topic
1	Nexus trade-offs and strategies: food-energy-water nexus
2	Regenerative sustainability: leave the world a better place
3	Closing the loop: waste into resources
4	Urban Socio-hydrology: dynamics of human-water systems
5	Urban ecological restoration: low impact development
6	Ethics of water use: water equity
7-8	Water footprint and water sustainability metrics
9	Water sustainability for business
10-11	Water sustainability for agriculture
12	Water sustainability for industry
13-14	Exams and/or project presentations

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

N/A

19. Department staffing and classroom/lab resources

NO

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

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)

*Sustainable water management is a critical issue to address because water scarcity becomes more severe with population growth and extreme weather events.*

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.

*Water Sustainability is a growing global topic. The topic will improve the understanding of complex environmental systems for Civil engineering students focusing on water resources or environmental areas. This course is **not** mandated by accrediting agency.*

c. Student population served.

*MSE and EVS grad students.*

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

*Students pursuing the study of water and environmental sustainability must be equipped with the good understanding of the combined civil engineering systems.*

## 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?

*Outcome 4: Program graduates will have an ability to apply advanced mathematical concepts to model physical systems and engineering processes to drive knowledge based design.*

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.

<b><i>Expected Outcomes</i></b>	<b><i>Assessment Procedures</i></b>	<b><i>Assessment Timetable</i></b>	<b><i>Reporting Responsibility</i></b>
<i>Program graduates will have an ability to apply advanced mathematical concepts to model physical systems and engineering processes to drive knowledge based design.</i>	<p><i>Direct Learning Activity: Students will present produced water sustainability metrics as a group with written reports.</i></p> <p><i>Direct Assessment: The Contents of their work, presentation skills, and written product will be assessed based on a set rubric.</i></p> <p><i>Indirect Assessment Tool: Graduate survey</i></p>	<i>Assessment will be reported every third year beginning 2019</i>	<i>COE Graduate Committee Chair is responsible for reporting with data input from the instructor</i>

*Note; The addressed outcomes will **NOT** be assessed by the proposed new course.*

### Course-Level Outcomes

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

<b>Outcome 1</b>	<i>Students will be able to calculate water sustainability metrics</i>
Which learning activities are responsible for this outcome?	<i>Students will learn and produce water sustainability metrics through group activities and assignments.</i>
Assessment Measure	<i>Students will present produced water sustainability metrics as a group with written reports. Contents of their work, presentation skills, and written product will be assessed based on a set rubric.</i>

*(Repeat if needed for additional outcomes)*

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

## Bulletin / Banner Change Transmittal Form

Undergraduate Curriculum Council

Graduate Council

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Email completed proposals to [curriculum@astate.edu](mailto:curriculum@astate.edu) for inclusion in curriculum committee agenda.

<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> </div> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="border: 1px solid black; padding: 2px; width: 80%;"></div> <div style="text-align: center;"> <p style="color: blue; font-size: 1.2em;">3/26/18</p> <p style="font-size: 0.8em;">ENTER DATE</p> </div> </div> <p><b>Department Curriculum Committee Chair</b></p>	<div style="border: 1px solid black; padding: 2px; height: 30px; margin-bottom: 5px;"></div> <p style="text-align: right; font-size: 0.8em;">ENTER DATE</p> <p><b>COPE Chair (if applicable)</b></p>	
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**1. Contact Person** (Name, Email Address, Phone Number)  
 Patricia Quinn Robertson, [probertson@astate.edu](mailto:probertson@astate.edu), 870-972-2300

**2. Proposed Change**  
 Change 1: Change prerequisite for FIN 6723 from FIN 3713 or MBA 5003 to FIN 3713 or MBA 501V.  
 Change 2: Add prerequisite of MBA 500V for MBA 501V.

**3. Effective Date**  
 8/15/2018

**Please note – any change to course number, course prefix, or course title should utilize the ‘Course Revision’ form.**  
 Form Revised: 09/05/2017

**4. Justification** – Please provide details as to why this change is necessary.

Change 1: MBA 5003 does not exist. Finance faculty have determined that completion of either FIN 3713 Business Finance or MBA 501V Survey of Finance is necessary for successful performance in FIN 6723 Corporate Financial Management.

Change 2: Finance faculty have determined that completion of either ACCT 2133 Introduction to Managerial Accounting or MBA 500V Survey of Accounting is necessary for successful performance in MBA 501V Survey of Finance.

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## Bulletin Changes

### Instructions

Please visit <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 →  Format Painter, and selecting the text you would like to apply the change to.

Please visit <https://youtu.be/yjdL2n4lZm4> for more detailed instructions.

**ECON 6353. Environmental Economics** This course provides analysis of some of the most important areas of environmental economics. Areas stressed include the economics of pollution control, the application of cost benefit analysis to the environment, the economics of sustainable development, environmental policy development, and global environmental issues. Prerequisites: ECON 3313, Microeconomic Analysis, equivalent, or consent of instructor.

**ECON 6703. Economics Internship** Provides practical economics experience by assigning students to work in a meaningful capacity in an outside organization. Detailed paper required. Must have approval of Internship Proposal by graduate business programs director and department chair. Only three hours credit may be applied to degree requirements. Prerequisite: Must have completed 15 hours of graduate courses toward degree as eligibility for internship.

### **Economic Education (ECED)**

**ECED 506V. Seminar in Business Issues** Advanced seminars on selected business topics designed to provide in-service teachers with an in-depth examination of the issues surrounding those topics in a variable credit format.

**ECED 5513. Economic Education Workshop** Provides in-service teachers a means for developing a fundamental understanding of our total economic system; its processes, problems, and potentialities. Teachers learn how to relate this understanding to current economic issues and policies. This workshop will satisfy the requirement for teacher certification. Open to in-service teachers, all grades.

**ECED 5523. Special Issues and Methods in Economic Education** A detailed examination of selected contemporary economic issues relevant to institutional economics and teaching methods/materials appropriate for grades kindergarten through 12. Prerequisites: ECED 4513/5513 and/or permission of professor.

### **Finance (FIN)**

**FIN 6053. Financial Statement Analysis** This course will provide an analytical framework for the valuation of corporations and corporate financial statements and a basis for making credit and investment decisions. Prerequisite: admission to the business graduate program.

**FIN 6093. Directed Individual Study** Detailed individual research directed by graduate faculty, resulting in a paper and presentation. Consent of instructor and approval of prospectus by graduate business programs director required.

**FIN 670V. Finance Internship** Provides practical finance experience by assigning students to work in a meaningful capacity in an outside organization. Detailed paper required. Must have approval of Internship Proposal by graduate business programs director and department chair. Only three hours credit may be applied to degree requirements. Prerequisite: Must have completed 15 hours of graduate courses toward degree as eligibility for internship.

**FIN 6723. Corporate Financial Management** Organization, policy, administration, institutions, and instruments involved in financing the modern business corporation. Quantitative financial relations are measured and expressed. Financial plans are prepared for corporations in different industries and in different stages of the business cycle. Financial management appraised and

business judgment developed through short problem and case methods. Prerequisite: FIN 3713 or **MBA 501V** ~~or MBA-5003~~.

**FIN 6733. International Financial Markets** The flow of capital between international markets. It specifically deals with balance of payments, international monetary system, international banking, exchange rates, international money and capital. The international financial problems related to economic development, Eurodollar and Petrodollar markets are also studied.

*The bulletin can be accessed at <http://www.astate.edu/a/registrar/students/>*  
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## **Master of Business Administration (MBA)**

**MBA 500V. Survey of Accounting** Concepts of Accounting for non-business majors pursuing graduate degrees in business. Intensive outside readings and assignments are required.

**MBA 501V. Survey of Finance** Concepts of Finance for non-business majors pursuing graduate degrees in business. Intensive outside readings and assignments are required.  
**Prerequisite: ACCT 2133 or MBA 500V.**

**MBA 502V. Survey of Microeconomics** Concepts of Microeconomics for non-business majors pursuing graduate degrees in business. Intensive outside readings and assignments are required.

**MBA 503V. Survey of Macroeconomics** Concepts of Macroeconomics for non-business majors pursuing graduate degrees in business. Intensive outside readings and assignments are required.

**MBA 507V. Survey of Law** Concepts of Legal Environment of Business for non-business majors pursuing graduate degrees in business. Intensive outside readings and assignments are required.

**MBA 508V. Survey of Statistics** Concepts of Business Statistics for non-business majors pursuing graduate degrees in business. Intensive outside readings and assignments are required.

**MBA 509V. Survey of Operations Management** Concepts of Operations Management for non-business majors pursuing graduate degrees in business. Intensive outside readings and assignments are required.

## **Management (MGMT)**

**MGMT 6001. Adventures in Leadership and Team Building** Self assessment tools for developing leadership skills and practice in group dynamics. Individual growth and team building through an activity retreat. Must be taken during the first or second semester of the student's program.

**MGMT 6003. Organizational Behavior in Healthcare Organizations** Study of management theories and concepts describing human behavior applied in the healthcare organizations. Emphasis is placed on professionalism, medical staff relations, governance, stress, attitudes, leadership, instruction, communication, conflict resolution, and teamwork.

**MGMT 6013. Human Resource Management for Healthcare Organizations** Study of planning for, acquiring, retaining and maintaining human resources for healthcare services providers.

**MGMT 6093. Directed Individual Study** Detailed individual research directed by graduate faculty, resulting in a paper and presentation. Consent of instructor and approval of prospectus by graduate business programs director required.

**MGMT 6143. Organization Theory** Examines organizations as interdependent systems, stressing structural, environmental, and international considerations using theories and perspectives from sociology, economics, psychology, and strategic management. Stresses practical implications for managing dynamic organizations.

**MGMT 6313. Management Consulting** Focuses on requirements to become a successful management consultant. Students will experience a live consulting engagement with clients

**Please note - any change to course number, course prefix, or course title should utilize the 'Course Revision' form.**

Form Revised: 09/05/2017

from a variety of sectors. Key activities include organizational diagnosis, progress review, preparation of consulting proposal, and presentation of consulting report to client. Prerequisites: ACCT 6003, FIN 6723, MIS 6413, and MKTG 6223.

*The bulletin can be accessed at <http://www.astate.edu/a/registrar/students/>*  
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For Academic Affairs and  
Research Use Only

CIP Code:

Degree Code:

## Letter of Notifications

Undergraduate Curriculum Council

Graduate Council

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.

<input type="text" value="Wayne W. Wilkinson"/>	<input type="text" value="4/6/2018"/>	<input type="text"/>	<input type="text" value="ENTER DATE"/>
<b>Department Curriculum Committee Chair</b>		<b>COPE Chair (if applicable)</b>	
<input type="text" value="Kris Biondolillo"/>	<input type="text" value="4/6/2018"/>	<input type="text"/>	<input type="text" value="ENTER DATE"/>
<b>Department Chair:</b>		<b>Head of Unit (If applicable)</b>	
<input type="text" value="Wayne W. Wilkinson"/>	<input type="text" value="4/6/2018"/>	<input type="text"/>	<input type="text" value="ENTER DATE"/>
<b>College Curriculum Committee Chair</b>		<b>Undergraduate Curriculum Council Chair</b>	
<input type="text" value="Lance G. Bryant"/>	<input type="text" value="4/6/2018"/>	<input type="text"/>	<input type="text" value="ENTER DATE"/>
<b>College Dean</b>		<b>Graduate Curriculum Committee Chair</b>	
<input type="text"/>	<input type="text" value="ENTER DATE"/>	<input type="text"/>	<input type="text" value="ENTER DATE"/>
<b>General Education Committee Chair (If applicable)</b>		<b>Vice Chancellor for Academic Affairs</b>	

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If you require to fill out a Letter of Notification, please email [curriculum@astate.edu](mailto:curriculum@astate.edu) or contact Academic Affairs and Research at (870) 972-2030 for guidance PRIOR TO submitting these through the curricular process.

**1.Contact Person** (Name, Email Address, Phone Number)  
Dr. Kristin Biondolillo, [kdbiondo@astate.edu](mailto:kdbiondo@astate.edu), 870-972-3157

## Bulletin Changes

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- 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***)

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Please visit <https://youtu.be/yjdL2n4IZm4> for more detailed instructions.

Insert Page 80

### H. Master of Science in Education Degree

1. Early Childhood Education
2. Educational Leadership
3. Curriculum and Instruction
4. Theory and Practice
5. Middle Level Education
6. Physical Education
7. Reading
8. School Counseling
9. Special Education
  - a. Instructional Specialist Grades K-12
  - b. Gifted, Talented, and Creative

Insert Page 141-142

Program of Study for the Master of Science in Education Degree in School Counseling

## PURPOSE OF THE DEGREE

The purpose of the M.S.E. degree in School Counseling is to train school counseling professionals with expert skills in coordinating school counseling programs, supporting the teaching/learning process, counseling with students, and consulting with persons having significant influence on students' well-being and development. This program provides graduate-level study which is based on the comprehensive developmental model of school guidance and counseling. This program prepares K-12 counselors to promote development of skills and experiences needed by all students for success in school and later life, to develop prevention programs focused on predictable hindrances to development of identifiable groups of students, to conduct interventions for remediation of individual concerns, and to intervene with both groups and individuals in crisis situations.

Throughout the program, school counseling trainees are required to engage in experiences intended to increase their self-awareness and promote their own personal and professional development. The educational and developmental orientation of the School Counseling Program provides students with unique expertise that makes them the appropriate choice for counseling practice in a school setting. Students in the School Counseling Program experience a depth of training and acquire a level of expertise for practice in the school setting that is comparable to that of counselors in other settings.

## PROGRAM ADMISSION PROCEDURES

1. Contact the Graduate School for an application materials packet.
2. Submit to the Graduate School all application materials, including:
  - a. Completed Graduate School application form with specified application fee, proof of immunization for measles and rubella (if date of birth is January 1957 or later), selective service status form, and separate official transcripts of all undergraduate and graduate work from all colleges and universities attended.
  - b. Official report of a score, obtained within the last five (5) years, on the Graduate Record Examination (GRE).
  - c. A typewritten essay that addresses (1) personal, educational, and career goals and aspirations; (2) personal perceptions of influences on goals and aspirations; and (3) personal view of the role and value of school counseling.
  - d. Three appraisal/recommendation forms, with at least one completed by a work supervisor and at least one completed by a faculty member in the applicant's most recent academic program of study. (When the applicant has not completed that program of study, a statement of status in that program also is required.) Applicants who have not been enrolled in an academic program for more than five years may substitute a recommendation from a current or recent employer for the faculty recommendation. The third form may be completed by anyone who can attest to the applicant's ability and/or character, except that it may not

be completed by anyone who is a relative of the applicant.

3. Application file is reviewed by the Graduate School and, if applicant qualifies for admission to the Graduate School, the file (including all materials listed above) is forwarded to the School Counseling Program Coordinator in the Department of Psychology and Counseling.

4. Application file is reviewed by the School Counseling Program Committee on Admissions. This committee evaluates all materials submitted by the applicant, decides whether the applicant meets program requirements and expectations, appoints an academic adviser for the applicant who is admitted to the program, and sets any conditions of admission.

5. Application file is returned to the Graduate School for notification to the applicant of the admission status. For applicants who are admitted, the notice also will include identification of academic adviser and conditions of admission, if any.

## PROGRAM ADMISSION PROCEDURES

To be considered for admission to the School Counseling Program, applicants must present evidence of qualities consistent with those required for effective school counseling practice. The written statement prepared by the applicant, combined with the appraisal/recommendation forms from references, will be used as the basis for committee members' judgment of the applicant's personal and interpersonal qualities. All persons admitted to the program are required to meet the same standard in regard to these qualities.

Applicants also must present evidence of potential ability to perform academic work at the advanced graduate level. Standardized test proficiency and past grade performance provide the primary data for judging academic ability; other indicators, such as quality of writing in the applicant's prepared statement, also will be considered. Based on the combination of test proficiency and past academic performance, an applicant may qualify for either unconditional or conditional admission status.

### Unconditional Admission Status:

Academic proficiency for unconditional admission may be established through satisfaction of either of the following criteria:

- a. A minimum cumulative undergraduate grade point average of 3.00 (or 3.25 on the last 60 hours of undergraduate work) and a minimum cumulative score of 290 on the combined verbal and quantitative sections of the GRE.
- b. Unconditional admission to the Graduate School, a cumulative score of at least 290 on the combined verbal and quantitative sections of the GRE and a minimum cumulative graduate grade point average of 3.25 on 12 or more hours with no grade less than a "B."

### Conditional Admission Status:

Academic proficiency for conditional admission may be established through satisfaction of either of the following criteria:

- a. A minimum cumulative undergraduate grade point average of 2.75 (or 3.00 on the last 60 hours of undergraduate work) and a cumulative score of at least 290 on the combined verbal and quantitative sections of the GRE.
- b. Unconditional admission to the Graduate School and a minimum cumulative graduate grade point average of 3.00 on 12 or more semester hours with no more than one course with a grade of “C” and no grade less than a “C.” GRE scores may be required.

#### ELIGIBILITY TO CONTINUE IN THE SCHOOL COUNSELING PROGRAM

Students admitted in Conditional status must earn a cumulative grade point average of at least 3.00 on the next 12 hours of course requirements and have no more than one course in these 12 hours with a grade of “C.” Students who fail to remove Conditional status in this manner will be dropped from the School Counseling Program.

Retention checkpoints for students admitted to the School Counseling Program include the following:

##### 1. Semi-Annual Review:

In addition to the academic standards for continuing enrollment, all students admitted to the School Counseling Program will be subject to semiannual review by the Degree Program Committee. This semi-annual review will be conducted at some time during the last three weeks of the Fall and Spring semesters. At this review, the Committee will assess current evidence of each student’s personal and interpersonal qualities deemed essential for effective school counseling practice. The Committee also will assess overall quality of academic performance, and any student having earned more than one grade of “C” will come under close scrutiny. Outcomes at each review may be approval for unrestricted continuation in the program, approval for continuation in the program with specified contingencies, suspension from the program with specified contingencies for readmission, or removal from the program.

##### 2. Approval to Register for Clinical Courses:

Eligibility to enroll in supervised clinical training (i.e., COUN 6213, 6223, and 6233) is subject to approval of a Screening Committee. To obtain this approval, a student must have successfully completed all prerequisites and be deemed to have shown evidence of readiness for the level of practice required in the particular course.

##### 3. Eligibility for Comprehensive Examination:

Students who have earned an overall graduate grade point average of 3.00, have earned a cumulative grade point average of at least 3.00 on all courses completed

in the School Counseling Program, and are enrolled for their final period of study will be eligible to sit for the comprehensive examination.

#### 4. Eligibility for Graduation:

Students who have earned an overall graduate grade point average of 3.00, have completed all courses required for the School Counseling Program and earned a cumulative grade point average of at least 3.00 on these courses, have earned a grade of “B” or better for clinical courses (i.e., COUN 6213, COUN 223, and COUN 6233), have taken the appropriate PRAXIS II examination, and have passed the comprehensive examination will be eligible for conferral of degree.

#### ACADEMIC CREDIT

Graduate School policy prohibits credit toward degree requirements for any courses completed more than six years prior to completion of the degree program. In addition, both degree-seeking and nondegree-seeking students enrolling in COUN and PSY courses are expected to provide evidence that prerequisite knowledge is sufficiently current to support successful academic and/or clinical performance. Thus, students with dated courses may be asked to repeat such courses whether or not they have been used to fulfill requirements of another degree.

All candidates for the M.S.E. degree in School Counseling must take the PRAXIS II specialty area test in Professional School Counseling (#0421) before graduation. The candidate must arrange for a score to be sent to Arkansas State University and must provide a copy of the individual score report to the program coordinator.

### **Insert Page 143**

School Counseling

Master of Science in Education

University Requirements:

See Graduate Degree Policies for additional information (p. 35)

Program Requirements:

Sem. Hrs.

COUN 6013, Introduction to School Counseling

3

COUN 6033, Social and Cultural Foundations of Counseling

3

COUN 6043, Career Development and Services

3

COUN 6073, Program Development, Implementation, and Evaluation in School Counseling

3

COUN 6113, Theories and Techniques in Counseling  
3  
COUN 6123, Group Counseling  
3  
COUN 6203, Counseling Pre-practicum  
3  
COUN 6213, Counseling Practicum  
3  
COUN 6223, Counseling Internship – Elementary School  
3  
COUN 6233, Counseling Internship – Secondary School  
3  
ELFN 6773, Introduction to Statistics and Research  
3  
PSY 6513, Advanced Educational Psychology  
3  
PSY 6543, Psycho-Social Aspects of Development  
3  
PSY 6573, Psychological Testing  
3  
PSY 6613, Professional Consultation  
3  
Elective in Psychology or Counseling  
3  
Sub-total  
48  
Total Required Hours:  
48

## LETTER OF NOTIFICATION – 13

### EXISTING CERTIFICATE or DEGREE OFFERED via DISTANCE TECHNOLOGY

***Institutions with at least one certificate or degree program approved for distance technology by the Arkansas Higher Education Coordinating Board must submit Letter of Notification-13 to request approval to offer additional existing (on-campus) certificates or degrees via distance technology. The institution must submit to ADHE a copy of the e-mail notification to the Higher Learning Commission (HLC) about the proposed distance technology program. If HLC requires a focused visit for the proposed distance technology program, please submit the scheduled review date.***

#### **Definitions**

***Distance technology (e-learning) – When technology is the primary mode of instruction for the course (50% of the course content is delivered electronically).***

***Distance instruction – When a course does not have any significant site attendance, but less than 50% of the course is delivered electronically, e.g., correspondence courses.***

***Distance program – When at least 50% of the major courses are delivered via distance technology.***

1. Institution submitting request: Arkansas State University
2. Contact person/title: Dr. Kristin Biondolillo, Chair of Psychology and Counseling
3. Telephone number/e-mail address: 870-972-3157, [kdbiondo@astate.edu](mailto:kdbiondo@astate.edu)
4. Name of Existing Certificate or Degree: Master of Science in Education - School Counseling
5. Proposed Effective Date for distance technology delivery: Fall 2018
6. CIP Code: 13.1101
7. Degree Code: 6680

#### **PROGRAM INFORMATION**

Program summary/justification for offering program by distance technology:

*There is an increasing population of working adults who are looking to complete their degree. The majority of these potential students prefer the flexibility of an online degree. Where they are looking to change career or enhance their education, an online MSE in School Counseling will provide the foundation necessary to move ahead.*

*The purpose of the M.S.E. degree in School Counseling is to offer educators and educators-in training a planned program of study focusing on skills and techniques of teaching reading including the diagnosis and remediation of reading problems.*

8. Provide the current certificate/degree plan. Mark\* courses that will be taught by adjunct faculty.  
Courses will be taught by regular faculty members

Course Number	Course Title	Credit Hours
COUN 6013	Introduction to School Counseling	3
COUN 6033	Social and Cultural Foundations of Counseling	3
COUN 6043	Career Development and Services	3
COUN 6073	Program Development, Implementation, and Evaluation in School Counseling	3
COUN 6113	Theories and Techniques in Counseling	3
COUN 6123	Group Counseling	3
COUN 6203	Counseling Pre-practicum	3
COUN 6213	Counseling Practicum	3
COUN 6223	Counseling Internship – Elementary School	3
COUN 6233	Counseling Internship – Secondary School	3
ELFN 6773	Introduction to Statistics and Research	3
PSY 6513	Advanced Educational Psychology	3
PSY 6543	Psycho-Social Aspects of Development	3
PSY 6573	Psychological Testing	3
PSY 6613	Professional Consultation	3
Elective	Elective in Psychology or Counseling	3
Total		48

9. Provide the list of courses, include course number/title, for the certificate/degree program currently offered by distance technology.

COUN 6033 Social and Cultural Foundations of Counseling  
 ELFN 6773 Introduction to Statistics and Research  
 PSY 6513 Advanced Educational Psychology  
 PSY 6613 Professional Consultation  
 Elective – Elective in Psychology or Counseling

10. If 100% of the program will not be offered by distance technology, list courses that **will not** be offered by distance technology.

100% of program will be offered via distance technology

11. For existing courses that **will be** offered by distance technology (for the first time), provide the course syllabus for each of these courses for the certificate/degree program and indicate the maximum class size for each distance course.

Syllabi provided in Appendix A for the following courses:

*COUN 6013 Introduction to School Counseling*  
*COUN 6043 Career Development and Services*  
*COUN 6073 Program Development, Implementation, and Evaluation in School Counseling*  
*COUN 6113 Theories and Techniques in Counseling*  
*COUN 6123 Group Counseling*  
*COUN 6203 Counseling Pre-practicum*

*COUN 6213 Counseling Practicum*  
*COUN 6223 Counseling Internship – Elementary School*  
*COUN 6233 Counseling Internship – Secondary School*  
*PSY 6543 Psycho-Social Aspects of Development*  
*PSY 6573 Psychological Testing*

*30 students per section will be enrolled*

12. If new courses will be added, provide the list of new courses (proposed course number/title) and the new course descriptions for the certificate/degree.

No new courses will be added

13. Provide the course syllabus for each distance technology course for the program listed above and indicate the maximum class size for each distance course. Indicate the course delivery mode(s) and class interaction mode(s) for each distance technology course.

Course delivery mode (check all that apply):

Online

Compressed-video (CIV)

Audio Conference

Video Conference

Web Conference

Blended delivery (identify components)

Class interaction mode (check all that apply):

Electronic bulletin boards

E-mail

Telephone

Fax

Chat

Blog

Other (specify)

14. Provide the percentage of the program that is offered via distance (50%, 75%, etc.).

100%

15. Discuss the provisions for instructor-student and student-student interaction that are included in the program design and the course syllabus.

Email, Discussion Boards, Telephone, Chat

16. Provide a semester-by-semester degree plan/course schedule for student access to all courses necessary to complete the program.

Appendix B

17. Provide a list of services that will be supplied by consortia partners or outsourced to another organization (faculty/instructional support, course materials, course management and delivery, library-related services, bookstore services, services providing information to students, technical services, administrative services, online payment arrangements, student privacy consideration, services related to orientation, advising, counseling or tutoring, etc.) **Include the draft contract/Memorandum of Understanding (MOU) for each partner/organization offering faculty/instructional support for the program.** Submit final contract/MOU signed by partner institutions or organizations upon completion of ADHE proposal review.

N/A

18. Estimate costs for the proposed distance technology program for the first 3 years. Include faculty release time costs for course/program planning and delivery.

*Assuming 2 courses are developed and offered per 7-week term. Faculty are not paid overload stipends during the Summer semester as courses are part of their regular earnings during this time frame.*

Year 1			
Delivery (Overloads)	Costs	Development	Costs
8	\$28,000	12	\$18,000
Year 2			
Delivery (Overloads)	Costs	Development	Costs
8	\$28,000	4	\$6,000
Year 3			
Delivery (Overloads)	Costs	Development	Costs
8	\$28,000	0	\$0

19. Provide institutional curriculum committee review/approval date for proposed distance technology program.

**NEED**

20. Provide documentation that proposed program has been reviewed/approved for distance technology delivery by licensure/certification board/agency, if required. [HLC review must follow ADHE review and AHECB program approval.]

N/A

21. Provide additional program information if requested by ADHE staff.

President/Chancellor Approval Date:

Board of Trustees Notification Date:

Chief Academic Officer:

Date:

## APPENDIX A

### Arkansas State University College of Education

#### Department of Psychology and Counseling COUN6013-Introduction to School Counseling

**Instructor: Carrie Skipper Email: carrie\_skipper@hotmail.com**

**Class Meeting Days/Time: Phone: 870-243-7018**

Online

**Classroom: EDUC Bldg. Rm. 102**

**Course Reference Number: 61056**

#### **A. Primary Text**

**Dahir, C. A. and Bishop Stone, C. (2012).** *The Transformed School Counselor* (2<sup>nd</sup> ed.). Belmont: Brooks/Cole. Cengage Learning.

#### **B. Other Resources**

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.) Washington, DC: American Psychological Association.

#### **Course Description:**

The purpose of this course is to actively engage candidates in a study of professional roles and functions of the school counselor. Goals and objectives of a comprehensive guidance program within a public school setting will be explored by candidates. Introductory exposure to professional organizations and associations along with history and trends will be studied. Ethical, legal, and professional development standards along with credentialing of the school counselor are explored. Challenges of the school improvement and school counseling reform agenda of the past 20 years will be delineated. Theoretical foundations are explored that are foundational to counseling techniques and skills. Individual and group counseling dimensions are examined along with classroom guidance curriculum standards. Candidates will be introduced to social and cultural diversity which impacts the educational and familial systems. Counseling theory in schools and practice will enable the candidate to build upon a foundation to enhance the comprehensive guidance program. A professional orientation embedded in exemplary ethical and legal practices will be a part of each topic studied in this course. This course will offer a general introduction to the candidates of school counseling research and program evaluation. Candidates will become familiar with the ASCA National Model. Candidates will become aware of the influences and trends that are driving the evolving professional orientation of school counselors.

#### **Course Goals and Objectives:**

Students will be able to:

- Demonstrate a foundational knowledge of counseling theories and application of these theories
- Obtain a general understanding of the history of school counseling and the impact of this profession in the future.
- Examine the various roles and functions of school counselors and how these roles impact individuals involved in the school setting.
- Develop an appreciation for professional associations and networking with other school counselors.
- Become familiar with the goals and objectives of a comprehensive guidance program.
- Demonstrate a dedication to exemplary legal and ethical standards within the profession.
- Understand the importance of the ASCA National Model and the importance of this model to the profession of school counseling.

- Distinguish the various roles of a school counselor which include, but are not limited to, collaborate leaders, advocates, consultants and resource managers within the school system.

### Evaluation Methods

<u>Evaluation Criteria:</u>	<u>Points</u>	<u>% of grade</u>
Independent Work/Discussion Board Participation	100	13%
School Counseling...My Vision, My Voice (Advocacy, Professionalism)	100	11%
Exam #1 and Final	200 (100pts. ea)	22%
Advocacy PowerPoint Presentation	100	11%
Interview with a School Counselor	100	11%
Counselor Connections-Brochure	50	5%
Weekly log of class topics (reflection)	100	11%
ADE Regional Counselor's Meeting ( Reflective Paper)	100	11%
Two professional article summary reports	50 (25 pts. ea)	5%
<b>Total Possible Points</b>	<b>900 points</b>	

### Assignment Instructions:

1. **My Vision, My Voice** The purpose of this assignment is for you to reflect upon the reasons you are entering the profession of school counseling. Discuss your personal and professional qualities that will enable you to be effective and empathetic as you become a professional school counselor. Provide specific examples of how you will advocate for the various roles involved in your profession.
2. **Advocacy PowerPoint Presentation** The "We Don't Understand Counselors' Roles" School District Parent Teacher Association (PTA) has invited you to explain the school counseling program at an open meeting. The PTA president has explained that the members seem to be supportive of the counseling program but really don't understand it. Presentation is limited to no more than 10 slides.
3. **Interview with a School Counselor** Connect with a school counselor in your area. See me for contact information of counselors in your area. Questions will be furnished to you and you will create some of your own that you wish to ask your interviewee. You will turn in a narrative paper describing this experience.
4. **Counselor Connections Brochure** Utilize modern technology and create a brochure that will "connect" your school counseling program with the stakeholders in your specified or imaginary school district. I wish for this brochure to be used by you at public meetings, open house meetings, parent/teacher conferences, or other meetings during your school year to advertise the benefits of your school counseling services. **ADVOCATE!! ADVOCATE!! ADVOCATE!!**
5. **Weekly log of class activities** This assignment is an informal journal of each weekly class meeting. This is designed to be a quick reference for you to use in the future, as well as a way to remember various class objectives during the fall semester.
6. **Attendance at ADE Regional Counselor's Meetings**-Attend this meeting in October at your local educational cooperative and compose a summary of the day's activities. We will discuss this assignment in detail during our first class meeting.
7. **Article summaries**-These articles should be of a special interest you have in the field of school counseling. For example, I am interested in strategies to instill academic success for students experiencing poverty. The article critique that you will turn in must be professionally published and research or practice based. I will discuss this at length during our first class meeting. One article summary/critique is due on September 8 and the other article summary/critique will be due on November 3. A copy of the article must be turned in with your critique.

### **Participation**

Participation is expected and encouraged. It is my expectation that you will stay current with all assignments and readings.

### **Assignment Due-Date Policy**

Make up work is not accepted unless there is a severe emergency. The instructor will have the discretion as to whether to accept late work due to emergency situations. If there is a situation that is unavoidable and class must be missed, please notify me. Any work/class missed due to professional development must have been prearranged prior to the meeting.

### **Flexibility Clause**

Circumstances which require alteration of this syllabus may arise. So, schedule or class contents are subject to change at the instructor's discretion. Students will be given appropriate notice of any modifications.

### **Disability and Support Services**

Students who require academic adjustments in the classroom or by way of the web due to a disability must first register with ASU Disability Services. Following registration and within the first two weeks of class, please contact me to discuss appropriate academic accommodations, technology requirements, software and hardware specifics and requirements. Appropriate arrangements can be made to ensure equal access to this course. Any student in this course who has a disability that may prevent him/her from fully participating in this course should contact Disability Services at (870) 972-3964 or visit the website located at the following address: <http://www2astate.edu/disability/>.

### **Academic Dishonesty Policy**

#### ***Plagiarism:***

Violations of this policy are considered as serious misconduct and may result in disciplinary action and severe penalties. Plagiarism is the act of taking and/or using the ideas, work, and/or writings of another person as one's own. Faculty members may respond to cases of plagiarism in any of the following ways:

1. Return the paper or other item for rewriting; the grade may be lowered.
2. Giving a failing grade on the paper or other item- "F" if a letter grade is used or zero if a numerical grade is used.
3. Give the student who plagiarized a failing grade in the course.
4. Recommend sanctions, including disciplinary expulsion from the university. All cases should be referred to the student conduct system.

#### ***Cheating***

Cheating is an act of dishonesty with the intention of obtaining and/or using information in a fraudulent manner. Faculty members may respond to cases of cheating in any of the following ways:

1. Allow the testing to progress without interruption, informing the offending student about the offense and award a failing grade on the test- "F" if a letter grade is used or zero if a numerical grade is used.
2. Seize the test of the offending student and give a failing grade on the paper.
3. Give the offending student a failing grade in the course.
4. Recommend sanctions, including disciplinary expulsion from the university. All Cases should be referred to the student conduct system.

### Instructor Policies

It is my hope and expectation that the information that will be disseminated in this course will be carried with you as you enter the awesome profession of school counseling. My expectations for you are extremely high and I wish to emphasize that dedicated academic strategies such as focused attentiveness, enthusiasm for learning, critical thinking, and cooperative learning must occur. The more you prepare and participate in class, the more you will take away from this class at the end of the fall semester. Professionalism will abound in this class at all times. I consider it both a privilege and a huge responsibility to be the instructor in this class. As students, I expect you to realize that you are responsible for your learning and all of the activities and requirements that result in a favorable graduate student experience. The future will be a bit, and I believe, a whole lot brighter because you have made the decision to become or already are a professional school counselor!

### Course Schedule

<b>Module</b>	<b>Topics</b>	<b>Assignments Due</b>
1	Introduction and Requirements	
2	21 <sup>st</sup> Century Counseling (Ch.1)	“WHY” Reflective Paper
3	LABOR DAY	
4	Counseling Theory (Ch. 2)	<ul style="list-style-type: none"> <li>• Article Critique #1</li> <li>• Exercise 2 and 7 on pp. 27, 28</li> </ul>
5	Counseling Practice in Schools (Ch. 3)	<ul style="list-style-type: none"> <li>• Personal Counseling Theory Paper</li> <li>• Exercises 2 and 4 on p. 61</li> </ul>
6	School Counselors as Leaders (Ch. 4)	<ul style="list-style-type: none"> <li>• School Counselor Voice and Vision Video-Reflective Paper</li> <li>• Exercises 4 and 7 on p. 94</li> </ul>
7	Guest Speaker/Advocacy (Ch. 5)	Exercise 4—p. 21
8	Legal and Ethical Issues (Ch. 6)	School Counselor Interview Presentations *MID-TERM*
9	Legal and Ethical Issues (cont.)	Exercise #1 p. 176
10	ASCA National Model (Ch. 7)	Summary of ADE Counselor’s Workshop—Reflective Paper

11	Accountability (Ch. 8)	Advocacy PowerPoint Presentation
12	Diversity (Ch. 9)	Article #2-Critique
13	Special Needs (Ch. 10)	Melting Pot or Salad Bowl—Dynamic Diversity Activities p. 283 # 10
14	Safe and Supportive Schools	p. 320 #9
15	Counselors as Consultants	Crisis Plan Discussion Class Log is due Counselor's Brochure
16	FINAL EXAM	

**Arkansas State University**  
**College of Education**  
**Department of Psychology and Counseling**  
**COUN 6043-001 Career Development and Services**  
**Summer II 2016**

**Professor:** Dr. Sharon J. Davis

**Office:** EDUC 322

**Class Meeting Days/Time:** M-R 2:30-4:30

**Email:** sharondavis@astate.edu

**Office Hours:**

**Classroom:** EDUC Bldg., Rm 208

Mon./Tue. 11-12

**Course Reference Number:** 30005

or by appointment

**A. Primary Text**

Zunker, V.G., (2016). *Career Counseling: A Holistic Approach* 9<sup>th</sup> Ed. Brooks/Cole; Belmont, CA

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: American Psychological Association.

**B. Other Resources**

National Career Development Association. (2003). *Ethical standards*. Broken Arrow, OK: Author.

<http://www.ncda.org/pdf/EthicalStandards.pdf>

National Career Development Association. (1997). *Career counseling competencies*. Broken Arrow, OK:

Author. <http://www.ncda.org/pdf/counselingcompetencies.pdf>

National Career Development Association. (1997). *Guidelines for the use of the Internet for provision of career information and planning services*. Broken Arrow, OK: Author. <http://www.ncda.org/>

America's Career Resource Network (2005). *National career development guidelines*. Arlington, VA:

Author. <http://www.acrnetwork.org/ncdg.htm>

**Course Description:**

This course will provide a study of career development theories, and lifestyle and career decision making models in an ever-changing world. We will cover application of the theories and models across the lifespan and populations utilizing occupational information, assessment instruments and computer/internet resources as they relate to the application of professional counseling. There will be special emphasis on not separating career and personal concerns, but rather integrating them into a holistic counseling approach.

**Course Goals and Objective:**

Students will gain an understanding of career development and related life factors, including all of the following:

- a. career development theories and decision-making models
- b. career, a vocational, educational, occupational and labor market information resources, and career information systems
- c. career development program planning, organization, implementation, administration,

- d. interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development (School Co. Standard E2, E4)
- e. career and educational planning, placement, follow-up, and evaluation (School Co. Standard A5, C. 4 use of ASCA model)
- f. assessment instruments and techniques relevant to career planning and decision making (School Co. Standard C3, C4)
- g. career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy

### **Evaluation Methods**

Grading: Grading will be awarded based on the percentage of possible points attained by each student.

<b><u>Evaluation Criteria:</u></b>	<b><u>Points:</u></b>
Career Assessment Project	30
Career Autobiography	30
Mid-term Exam	50
Career Case Studies (3- 10 points each)	30
<u>Final Exam</u>	<u>50</u>
<b>Total Possible Points:</b>	<b>210</b>

### **Attendance and Participation**

Class attendance is required. Student attendance consists of arriving to class on time and being prepared. For any classes missed, students are responsible for obtaining lecture notes, announcements or assignments. Students are expected to actively participate in class in order to increase their comprehension and learning of material. Student participation is requested in all class discussions, activities, and assignments. Participation also includes attentiveness.

### **Inclement Weather Policy**

The university remains open for academic classes and all other services during inclement weather except in extreme circumstances determined solely by the president of the university. Regional and local news media will publicize the closing. Commuter students are encouraged to use good judgment in deciding whether to drive to campus during inclement weather. In those cases where the decision is made not to travel to campus under this policy, it is the responsibility of the student to immediately contact each of his/her professors upon return to explain the circumstances and to determine the need to complete any missed assignments. The student is responsible for all missed assignments during inclement weather within a time frame to be determined by the instructor.

### **Assignment Due-Date Policy**

Please note that ***except under extreme circumstances***, NO make-up work will be accepted. If the extreme circumstance is predictable, please inform me **prior to** the exam or due date and you may be offered the opportunity to take an exam **prior to** it being offered in class. If you miss an

exam without prior authorization by your instructor, you will receive **zero** for that particular exam. No emailed or late assignments will be accepted.

### **Flexibility Clause**

Circumstances which require alteration of this syllabus may arise. So, schedule or contents are subject to change at instructor's discretion. Students will be given appropriate notice of any modifications.

### **Questions and Concerns**

Please feel free to talk with me if you have follow-up issues to discuss, if you feel there is a problem or a misunderstanding, or if you have a question or concern. Sign up for office hours whenever possible, and if my office door is open, stop in. Email is usually a great way to get in touch with me, although I may not respond over the weekends.

### **Cell Phones**

Please be sure that all cell phones, pagers, etc. are turned off or placed on silent or vibrate prior to class. If you **must** carry an electronic device for employment or parenting purposes, turn it to a non-audible signaling mode, sit near the door, and leave the room completely before answering.

### **Disability and Support Services**

Students who require academic adjustments in the classroom or by way of the web due to a disability must first register with ASU Disability Services. Following registration and within the first two weeks of class, please contact me to discuss appropriate academic accommodations, technology requirements, software and hardware specifics and requirements. Appropriate arrangements can be made to ensure equal access to this course. Any student in this course who has a disability that may prevent him/her from fully participating in this course should contact Disability Services as (870)972-3964 or visit the website located at the following address: <http://www2.astate.edu/disability/>.

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#### ***Plagiarism:***

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2. Give a failing grade on the paper or other item- "F" if a letter grade is used or zero if a numerical grade is used.
3. Give the student who plagiarized a failing grade in the course.
4. Recommend sanctions, including disciplinary expulsion from the university. All cases should be referred to the student conduct system.

## Academic Calendar

<u>Date</u>	<u>Topic</u>	<u>Reading</u>
July 3	Syllabus/Introduction	
July 4	No class	
July 5	History & Issues	Ch. 1
July 6	Case Study	p. 17
July 10	Blackboard Discussion	
July 11	Career Development Theories	Ch. 2
<i>Autobiography Due</i>		
July 12	Career Counseling Models	Ch. 3
July 13	Exam 1	
July 17	Self-Directed Search	
July 18	Integrating Career & Personal Counseling, Case Study	Ch. 4
July 19	Intake Interview	Ch. 5
July 20	Strong Interest Inventory	
July 24	Blackboard Discussion	
July 25	Multicultural & Gender Issues	Ch. 9 & 10
<i>Assessment Paper Due</i>		
July 26	Ethics and Legislation	Ch. 8 & 12
July 27	Case Study	p. 219
July 31	Vocational Evaluation & People With Disabilities, work samples	
Aug 3	Final Exam Due	

**Arkansas State University**  
**Department of Psychology and Counseling**  
COUN 6073, Program Development, Implementation and Evaluation in School

INSTRUCTOR: To Be Announced  
PHONE: 870-972-3064  
TIME: Online  
EMAIL:

**REQUIRED TEXTS: TBA**

**PURPOSE OF THE COURSE**

This course is intended to provide students with advanced course content related to planning, organizing, and coordinating a comprehensive developmental school counseling program, including principles and applications of needs assessment and program evaluation.

**COURSE OBJECTIVES**

1. Students will demonstrate understanding of the nature of comprehensive developmental school counseling programs.
2. Students will demonstrate understanding of appropriate allocation of time to the basic counseling interventions.
3. Students will demonstrate understanding of the personal, social, educational and occupational components of comprehensive developmental school counseling programs.
4. Students will demonstrate ability to plan, design, implement, and evaluate comprehensive developmental school counseling programs (e.g., ASCA National Model)
5. Students will demonstrate understanding of the ethical and legal considerations for counselors in developing, implementing, and evaluating comprehensive developmental school counseling programs.
6. Students will demonstrate understanding of role and responsibilities in crisis and trauma related events and experiences.

**COURSE REQUIREMENTS**

**3. COMPREHENSIVE DEVELOPMENTAL SCHOOL COUNSELING PROGRAM:** Students will formulate a comprehensive developmental plan uniquely suited to a designated school setting. This plan will include the following:

- (Section A.) title page and committee representatives; mission statement (25);  
(Section B) needs assessment for your assigned level  
(parent/student/teacher- separated by domain); community and school demographic data (25);  
(Section C\*) framework of a model comprehensive guidance program which includes a scope and sequence with sample activities; sample

weekly/monthly plan for your assigned level (75 points) and a student outcome evaluation (25 points); and (Section D) Program evaluation (50 points).

**(total points 200 points)**

*\*Section C-Scope and sequence will include a nine-month school year (6 months must include guidance lessons). Each domain must be addressed and aligned with ASCA model. 12 guidance lessons must be submitted. Include a daily schedule.*

**4. CRISIS PLAN:** Crisis plan, emergency phone numbers, district phone numbers, agency phone numbers in your area, release of records form, referral form, school counselor program brochure. **(25 points)**

**5. EXAMS:** There will be two exams. **(50 points each for a total of 100 points)**

### EVALUATION METHODS

<u>Assignments</u>	<u>Points</u>
Comprehensive Developmental Guidance Plan	200
Crisis plan	25
Exams	<u>100</u>
	325

**Final Grade:** Identify % value such as:

- A.....90%-100% of all possible points
- B.....80%-89% of all possible points
- C.....70%-79% of all possible points
- D.....60%-69% of all possible points

**Make up exams:** My general policy is that there are NO makeup exams. However, in the event of an excused absence, or due to some catastrophic event in the student's life, I will allow for a makeup exam on the day prior to final examination week. You must contact me and arrange to make up any missed exam regardless of the reason. If the missed exam is due to an illness, a Dr.'s excuse may be required.

**Accommodations:** Students who eligible for reasonable accommodations under the Americans with Disabilities Act and/or Section 504 of the Rehabilitation Act of 1973, and amendments thereto, are encouraged to contact the instructor as soon as possible. Before accommodations can be made, students must register with Disability Services (Phone: 870-972-3964; location Chickasaw Building, Room 410).

## GROUP COUNSELING—COUN 6123-001

Asher Pimpleton, Ph.D.  
Office: Educ. Bldg. 317  
E-mail: [Apimpleton@astate.edu](mailto:Apimpleton@astate.edu)  
Phone: (870) 680-8410  
Course Reference Number: 12453

Arkansas State University  
Department of Psychology and Counseling  
Jonesboro, AR 72401  
Office Hours: Tuesdays 12:00-4 p.m. or by  
appointment.

### Group Facilitators:

Jeanie Clements  
[jeanie.clements@smail.astate.edu](mailto:jeanie.clements@smail.astate.edu)

Audrey Booth  
[audrey.booth@smail.astate.edu](mailto:audrey.booth@smail.astate.edu)

Stephanie Hampton  
[stephanie.stephens@smail.astate.edu](mailto:stephanie.stephens@smail.astate.edu)

### Course description:

Group Dynamics focuses on the theory, functions, and techniques of group procedures appropriately applied to decision-making, problem solving and resolution of conflict. Major emphasis is given to the dynamics of group behavior, the social-psychological interaction of small groups and their applications to group counseling. Dual emphasis is placed upon interpersonal self-understanding and the familiarity with group procedures.

### Course Objectives:

The purpose of this course is to introduce the theory and practice of group work, and self-understanding within small group process. The course is comprised of didactic (lectures, in-class work) and experiential (small group work) learning experiences. In addition, considerable out-of-class time must be dedicated to assignments. Reading assignments, homework and projects are designed to enhance didactic and experiential learning.

### Assignment Due Date Policy:

Assignments are expected to be turned in on time. Late assignments will be penalized by 10 percent of total points per day unless prior arrangements have been made with the instructor. **All assignments must be completed in order to pass the class.**

### Questions and Concerns:

Please feel free to talk with me if you have follow-up issues to discuss, if you feel there is a problem or a misunderstanding, or if you have a question or concern. Sign up for office hours whenever possible, and if my office door is open, stop in. Email is usually a great way to get in touch with me, although I may not respond over the weekends.

### Course Evaluation & Assignments:

1. Small Group Research Article Reviews & Summary (150 points)
2. Group Proposal & Manual (350 points)
3. Group Proposal Presentation (50 points)
4. Session Reflection logs (8/9 due, max 2 pages each; 5 x 8= 40 points).
5. Final Course Summary and Analysis Paper (50 points)

**Total Number of Points: 640**

Percentage	Grade
100-90	A
89-80	B
79-70	C
69-0	F

Participation:

In this course, perhaps as in few others, individual learning can only happen within the context of the interpersonal relationships among class/group members. Because both the small group experience and the co-leader skill development components require commitment from all concerned in order to be effective learning opportunities, regular participation is expected. Lack of preparation and participation will adversely affect your grade. Students missing more than two training groups will be given a grade of “*Incomplete*”, required to complete an additional semester of T-group sessions and will have one academic year to do so. **Failure to complete the additional semester of t-group sessions within this time frame may result in a failing grade.**

Scholarly writing & Format:

Use APA style (6th ed.): double space, 1 inch margins, 1.5 margin on left if bound, 12 pt. type (10 cpi), left justification, two spaces following all punctuation, and hanging indent for references (check the style manual carefully for additional requirements). See variations approved for the group manual. Spelling errors are not acceptable.

Texts:

Yalom, I.D. & Leszcz, M. (2005). *Theory and practice of group psychotherapy* (5th ed.). New York: Basic Books.

Kline, W. (2003). *Interactive Group Counseling & Therapy*. Upper Saddle River, NJ: Prentice-Hall. (\*\**Excerpts will be provided*)

**Descriptions & Guidelines for Assignments**

**1) Small Group Research Article Reviews & Summary: (50 points)**

An integral part of effective group planning is knowledge of current relevant research. This assignment is designed to introduce you to small group research with the goal that you may integrate what you learn into your planned group.

- a) Review four articles related to group work published in peer reviewed professional journals. At least two articles must present research and at least one must be theoretical or descriptive in nature. (*Research articles present systematic inquiry (either quantitative or qualitative) into a specific aspect of group work (most commonly effectiveness or outcome). Descriptive/theoretical articles do not contain research per se; instead, these articles may describe a particular type of group or group work with a specific population, a unique or creative approach.*) Write a brief synopsis of each article, including the type of article, the article’s focus or purpose, any research findings, and/or authors’ conclusions. For each review, identify and apply what you have learned to date in class about group work, including development, dynamics, therapeutic factors, type, etc.
- b) Summary. Following your four article synopses and brief discussions, describe what

- you have learned about group work and small group research as a result of conducting these reviews. What are the implications of this research for your future professional work? How might you incorporate the articles' ideas into your professional practice and why? A thoughtful consideration of these questions is necessary for full points.
- c) Papers should be typed, double-spaced, 1-inch margins, use APA style and appropriate language, and include an abstract, as well as title and reference pages. A rough estimate of length might be 5-6 pages per article review, plus more for your summary. **Note: These reviews can be included in Chapter 1 of your Group Manual.**

## **2) Group Proposal & Manual:**

For this assignment, you will develop a comprehensive manual detailing a small group (type and topic of your choosing). After selecting a theme and age level for your group design, and having examined current research, you are ready to develop a structured group manual.

The manual should be functional and appropriate for 12, 2-hour sessions. If 12, 2-hour sessions are not appropriate for your design (i.e., young children), see me for approved alternatives. Information contained within the manual should be practical and written in an explicit manner others could read and understand for implementing the group. The group manual should have three chapters (Introduction, Session Outlines: 1 - 12, and Evaluation), References, and an Appendix.

A. **Chapter One: Introduction.** This chapter includes a review of previous research, all decisions made prior to the first group meeting, and justification for decisions using references. A minimum of 10 references, which support your design, should be used. Please refer to the following guidelines while assembling the contents of the first chapter:

1. Explain the purpose of the group?
2. Critique previous research (studies and theory) as it applies to this type of group. Describe the nature of the research and results.
3. How does research support decisions for this design?
4. What are the goals for the group (what do you expect to accomplish in 12 weeks)? Goals should reflect your purpose statement.
5. Introduce pre-post assessment instruments and explain how your assessment methods will determine if the goals have been reached.
6. Who are the members? How were they referred (i.e., self-referral, agency referral, court mandate, etc.)? What kind of information is relevant to member selection? Is a pre-session interview preferred for selection?
7. How many members? This decision should be supported by the literature.
8. What are the preferred member characteristics? Heterogeneous? Homogeneous? What is your rationale for member selection? Examples of member characteristics can be used.
9. How are members prepared for the group?
10. Who is/are the facilitator(s)? Male/Female? One/Two? Training/Experience?
11. When and where will the sessions be held?
12. Any additional information important for the reader of this manual.

B. **Chapter Two: Session Outlines.** For each of the 12 sessions include the following:

1. Objectives and Behavioral Outcomes: Objectives should be "member-oriented."

Member-oriented, instructional objectives are simple sentences stating what members are expected to learn in the session. Your objectives should allow for development of behavioral indicators (behavior outcomes) to determine if the objective has been met. Most sessions should contain objectives, which address group process as well as theme content. See illustration for suggested format.

2. Activities: To meet session objectives, each session will contain structured activities. Activities are listed in order of event with the appropriate time line identified. Each activity should be briefly described within the text, followed by a list of three or four process questions. Activity process questions for activities should pertain to content of the activity (what did members learn). It is important to keep in mind the behavioral outcomes you wish to observe. Remember process questions are unique for each activity. Specific details, procedures, and materials for activities should be included in an appendix in the back of the manual. Be sure all information in the appendices is easy to locate.
3. Session Processing: In addition to processing each activity, the final 10 minutes are used to process the full session. List three or four process questions related to session objectives and behavioral outcomes. These are important because they help members tell you what they learned in the session and how they are progressing toward group goals.
4. Rationale: The rationale explains why sessions and activities are selected and sequenced in some logical order. For example, group norms are established in the first session (as opposed to the fourth session) to lay the necessary foundation for important future group work. If group norms were not discussed early, feelings of anxiety and fear will develop rather than a sense of group cohesion, universality, and trust. Further, discuss the order of information presented for learning. How do member characteristics influence the topic order? (See model session outline)

### ***Additional Comments on Session Outlines:***

*Contrary to Chapters One or Three, Chapter Two may be typed using single space with double space to separate for clarity and ease of reading. Also, type may be dropped to 10 or 11 point and margins may be adjusted to help you present information in an effective manner. Eliminating spelling errors requires reading your work. Spell check is not sufficient.*

*The session theme should communicate the main idea of the session. It is a general conceptual organizer. This does not mean that other topics must be omitted. You may need to carry over a topic from the previous session.*

*Objectives are your conceptual organizers. They should identify what you want the members to learn and communicate a conceptual organization from session 1 to 12 as you move toward the overall goal(s) of the group. You will notice in the model sessions that the verb used may or may not be followed by observable behavior. The important question is whether you will be able to identify behavioral outcomes that go with the objective? Your behavioral outcome statement(s) will identify observable behavior to determine whether the objective is reached. Also, use a verb in your objective that best communicates the level of learning you want to occur.*

*Behavioral outcomes are descriptions of observable behavior you will look for to determine if the objective has been reached. They help you make assumptions about learning explicit and*

*concrete. You will want more than one behavioral outcome for an objective if they help you track member learning. Check the behavior you describe to make sure it is observable.*

*Activity descriptions should be briefly included in the outline so the reader can follow the flow of the session. A more detailed description goes in the appendix. At times, greater description of the process will help make the activity clear. Notice in the sample session outlines, only the Party Game is described. Other comments related to the flow of the session provide sufficient information. It is not necessary to write every word the leader would use during an activity or for purposes of linking activities. Just include the main conceptual ideas needed to flow through the session. Please include linkage comments between activities.*

*Processing questions are used to enhance learning. Some of the most effective questions for learning ask members for similarities and differences. These encourage members to evaluate and organize their thinking on a subject. Process questions also ask for the type of information you need to verify behavioral outcomes and whether objectives seem to have been reached. As you think about what type of learning you want, decide whether a cognitive or feeling question would be best. **Do not ask members how they feel if you want to know what they think.** Process questions should be open questions. A closed question should only be used for a valid reason.*

*Setups and links are important tools to help members be prepared for the next activity and session. They assist members to focus their attention and follow the conceptual flow. Setups and links connect activities and sessions. Connections can be made to previous sessions and activities or future sessions and activities. They should also serve to energize and motivate— increase the desire to learn. When actually leading groups your voice tone and enthusiasm will also help to motivate.*

*The session outline format was developed to help you succeed. It was developed to help students understand the conceptual flow needed for group work. Stay with the same format!!*

**Yes, this is a lot of work.** The actual job of typing the session outlines is easy, **but the thought process going into the work takes much more time than you expect and you will need to revisit the outlines several times to have them organized in the way you want.** Give yourself a break and start early. Because group work is quite complex, it may seem overwhelming at first. Just hang on and go with the process. The next time you design a group it will be much easier. I will be available to review examples of your session outlines.

C. **Chapter Three: Evaluation.** The purpose of evaluation is to determine if the group was effective. To determine effectiveness, pretests and post-tests are used to measure change. In this chapter all instruments and/or methods used to measure change are discussed. **It is important that more than one instrument/method be used.** For this task, at least one standardized instrument should be used (if possible) for comparison to a normative sample.

a. Comparison to a normative sample can tell you how your group members compare to the normative sample. Explain your rationale for instrument selection. Why is this instrument suitable for use with your population? How is it relevant to your group goals? Consider the functioning level of group members. Samples of test items should be used in the discussion to verify face/content validity or instrument appropriateness.

b. When possible include a copy of instruments in the appendix. Further, information on validity and reliability should be included (see instrument manual, Mental Measurements Yearbook, etc...). In addition, other non-standardized indices, such as rating scales or check lists, can be used to provide a quantifiable measure of behavior.

**Final Order of the manual: Title page, Table of Contents, Chapter 1 (Literature Review), Chapter 2 (Session Outlines), Chapter 3 (Evaluation), References, and Appendices.**

### **3) Group Proposal Presentations:**

This assignment is designed to provide you with an opportunity to share your proposed Small Group with your classmates. In addition to giving you a forum to share your creativity and hard work with your peers, this presentation also gives you the chance to receive feedback to aid in further refinement and development of your work before turning it in for a final grade. **MORE DETAILS TO BE ANNOUNCED.**

### **4) Final Course Summary & Group Analysis Paper**

This paper will contain three distinct sections: An analysis of your T-Group, a summary of your group experience, and a reflection on your future role as a group leader.

#### Section I: Analysis of Training Group:

The purpose of this requirement is to foster integration and application of knowledge about small group process. It requests you to maintain objectivity about the group in which you are participating, just as group leaders must maintain objectivity. Maintain confidentiality of your group members: do not include member names or identifying information in your paper.

The analysis will be graded based on your ability to identify group processes that have been addressed in the textbooks, handouts, or class lecture as they apply to your group. No other references are required, but you have the option of using other references. Analysis entries in your log will help you recognize the group process across sessions. Utilize the developmental progression, and apply a group development theory, in your T-group as the basic structure for analysis. Other considerations in grading will be identification of theory/process elements that link with one another, how characteristics change over time, and appropriate application of group process theory, group language and vocabulary. Use specific incidents in group to illustrate and back up your process observations. The analysis should clearly communicate how your training group was unique as it developed over time, yet not be a session-by-session account.

Begin with an introductory paragraph to provide a frame of reference for how the paper is organized, but this shouldn't be long. It is not helpful to review Yalom's work as an introduction!! Analyses should be written in third person (avoid using personal pronouns such as "we" or "I"). The use of personal pronouns encourages writers to be subjective rather than objective.

Other prompting questions include: Identify changes in relationships. How are the events or concepts linked? How sessions are connected? What elements of group work (i.e., predominate themes, member participation and interaction) are continued across sessions? How do members interact with the facilitator and with each other? Are there dependency issues? What power issues are present in the group? How is conflict addressed or avoided? What roles are implemented by the facilitator(s)? How do facilitator roles change across sessions? What is the general flow of group across sessions? What did the leader/facilitator do to help the group move through developmental stages? What did the leader do to move the group toward the next stage? Discuss the leadership style of your leader. What atmosphere did they establish? How did the group respond? What pressures were put on the leader and how did s/he respond? Finally, if the group were to continue with you as the leader, what would you wish to accomplish?

#### Section II: Summarize your Group Theories experience:

This is your opportunity to pull together all you have learned into a comprehensive document describing your future role as a group leader. Consider what you have learned in the didactic portion of the course (class discussions, lectures, theories, videos etc), as well as what you have learned in your Small Group experiences (the ‘lived experience’ of group dynamics, any self-awareness, etc.) in light of your future profession.

Section III: Reflections of a (future) group leader:

Knowing what you now know about group and yourself, describe how what you have learned will impact your future group leadership. What will you be sure to do? How will you work to create an atmosphere of trust and safety? How will you encourage members to meet their goals? What thoughts do you have about group work/leadership when considering your future professional role, the purpose of group, and the developmental stages of your future clients? What predictions or expectations do you have about your own group leadership? What will you be like as a leader/facilitator? What will be your strengths? What will be challenging for you? What goals do you have for continuing to develop as a group worker and how will you accomplish this?

**5) Session Reflection Papers**

Maintain a written log after each training group session. This log will be read by the group facilitator(s). Only include information you are comfortable sharing. Each session should have entries divided into (a) personal experience and (b) process analysis. To maintain objectivity toward analyzing mass group process you should not use group member’s names in your log or analysis papers, however, using initials is permissible.

\*\*\*\*\*

**The T-Group (or Small Group) Experience**

*The power of the group lies in the space between members*

Training Groups:

The small group in this class is called a training or T-group. The purpose of the group is to provide counselors-in-training with the ‘lived experience’ of participation in a small group. The T-group experience provides future group leaders with invaluable opportunity to learn first-hand what group members experience, and provides us, as students of group work, unparalleled opportunity to study communication and small group process. The skill of using feedback and immediacy in the here-and-now of the group describes much of the group focus; therefore, one group goal is to discuss how you are experiencing the group and to explore the process of the group. You will also have the option of learning about yourself within the small group process. Your participation in the training group will not be evaluated as part of your grade for this class. Please note that a T-group is not a counseling or therapy group: There is no assumption that anyone’s needs or desires will change, nor will you be expected to disclose anything about your “there and then” life outside of the group.

A rule of thumb is that anything you mention regarding your “there and then” life should be framed **as it relates to how you are experiencing the group in this moment**. The “here and now life of the group” includes times together within the group, and within the EPSY 543 class. Rules and norms for how this will “look” in practice will evolve as the life of the group unfolds. However, many counseling students report their small group experience was among the most meaningful experiences of their counselor education.

Successful and meaningful small group experiences depend on members' active engagement and consistent participation. However, you are in charge of your level of disclosure in small group. Deep self-disclosure is not necessary. For this reason, you will always have the option to pass or ask to be off focus at a particular time (**but not all of the time**). However, students typically learn more about groups when actively participating. **I hope you do not interpret this right to be off focus as permission not to participate throughout the group sessions. Other members will need your help to make the group work.**

One cannot learn to be an effective group leader without having been a group member. The purpose of the group is educational, to help you become better prepared to function within groups as well as lead groups. If you are anything like other students who have taken similar graduate courses, you will learn about your communication style and some of the roles you normally take on in group. Additionally, the group can provide support in your development and growth as a professional counselor. It is not uncommon for graduate students to rate participation in Small Groups as one of the best components of their graduate education. There is some risk of emotional discomfort in self-disclosing your experiencing of the here and now interaction, but the potential for personal and professional growth is far greater.

*Confidentiality and Limits-* Students are fully responsible for what and how much they choose to share. As with any group, confidentiality is critical for the development of trust, yet it cannot be guaranteed. Information shared in Small Groups remains, by and large, confidential; leaders do not report session content to the course instructor *unless there is cause for concern regarding a student's ability to work with vulnerable populations.*

*Note that confidentiality does not apply to anything that you disclose in class, nor does it apply to your Small Group leader if he or she perceives something about you that is not endorsable in a counselor-in-training. **In other words, you have only limited Small Group confidentiality.***

In keeping with the aims of a counselor education program, the instructor will be providing supervision to the student facilitating the Small Group experience. Supervision may include extended discussion and/or observation of audio-visual recordings of group sessions.

During the first weeks of class, I will talk with you about the ethical issue of dual relationships, along with other ethical concerns that are unique to group work. Concern with a dual relationship recognizes that I am in a position to evaluate you at the same time you are being asked to participate and share information about your experience. It is important that we work together to ensure that communication in this class is open, but appropriate. Please feel free to ask me to clarify any questions you may have about dual relationships and your rights as a student.

### **References:**

- Brown, B. (2005). Course Syllabus. Group theory and practice.
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### **Recommended Reading:**

- Akos, P. (2000). Building empathic skills in elementary school children through group work. *Journal for Specialists in Group Work*, 25, 214-223.
- Bemak, F., Chung, R.C., & Siroskey-Sabdo, L.A. (2005). Empowerment groups for academic success: An innovative approach to prevent high school failure for at-risk, urban African American students. *Professional School Counseling*, 8(5), 377-389.
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- Corey, M.S., & Corey, G. (2006). *Groups: Process and Practice*, (7<sup>th</sup> ed.). CA: Brooks/Cole.
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- Rollins, J. (2005). Before and after: Examining ways to help students prevent school violence and deal with its aftermath. *Counseling Today*. Washington, DC: American Counseling Association.
- Roy, V., Turcotte, D., Montminy, L., & Lindsay, J. (2005). Therapeutic factors at the beginning of the intervention process in groups for men who batter. *Small Group Research, 36*, 106-133.
- Shechtman, Z. & Gluk, O. (2005). An investigation of therapeutic factors in children's groups. *Group Dynamics: Theory, Research, and Practice, 9*, 127-134.
- Villalba, J.A. (2003). A psychoeducational group for limited-English proficient Latino/Latina children. *Journal for Specialists in Group Work, 28*, 261-276.

### **Inclement Weather Policy**

The university remains open for academic classes and all other services during inclement weather except in extreme circumstances determined solely by the president of the university. Regional and local news media will publicize the closing. Commuter students are encouraged to use good judgment in deciding whether to drive to campus during inclement weather. In those cases where the decision is made not to travel to campus under this policy, it is the responsibility of the student to immediately contact each of his/her professors upon return to explain the circumstances and to determine the need to complete any missed assignments. The student is responsible for all missed assignments during inclement weather within a time frame to be determined by the instructor.

### **Flexibility Clause**

Circumstances, which require alteration of this syllabus, may arise. So, *schedule or contents are subject to change at instructor's discretion*. Students will be given appropriate notice of any modifications.

### **Questions and Concerns**

Please feel free to talk with me if you have follow-up issues to discuss, if you feel there is a problem or a misunderstanding, or if you have a question or concern. Sign up for office hours whenever possible, and if my office door is open, stop in. Email is usually a great way to get in touch with me, although I may not respond over the weekends.

### **Disability and Support Services**

Students who require academic adjustments in the classroom or by way of the web due to a disability must first register with ASU Disability Services. Following registration and within the first two weeks of class, please contact me to discuss appropriate academic accommodations, technology requirements, software and hardware specifics and requirements. Appropriate arrangements can be made to ensure equal access to this course. Any student in this course who has a disability that may prevent him/her from fully participating in this course should contact Disability Services at (870) 972-3964 or visit the website located at the following address: <http://www2.astate.edu/disability/>.

### **Academic Dishonesty Policy**

#### ***Plagiarism:***

Violations of this policy are considered as serious misconduct and may result in disciplinary action and severe penalties. Plagiarism is the act of taking and/or using the ideas, work, and/or writings of another person as one's own. Faculty members may respond to cases of plagiarism in any of the following ways:

1. Return the paper or other item for rewriting; the grade may be lowered.
2. Give a failing grade on the paper or other item—"F" if a letter grade is used or zero if a numerical grade is used.
3. Give the student who plagiarized a failing grade in the course.
4. Recommend sanctions, including disciplinary expulsion from the university. All cases should be referred to the student conduct system.

#### ***Cheating:***

Cheating is an act of dishonesty with the intention of obtaining and/or using information in a fraudulent manner. Faculty members may respond to cases of cheating in any of the following ways:

1. Allow the testing to progress without interruption, informing the offending student about the offense—and award a failing grade on the test—"F" if a letter grade is used or zero if a numerical grade is used.
2. Seize the test of the offending student and give a failing grade on the paper.
3. Give the offending student a failing grade in the course.
4. Recommend sanctions, including disciplinary expulsion from the university. All cases should be referred to the student conduct system.

*Source: Arkansas State University, Office of Student Conduct 2014-2015 Handbook.*

### **Instructor Policies**

As a student, you are responsible for your own learning. Therefore, it is expected that all students will arrive on time and be prepared for class, attend to information and discussion presented in class, and take notes as needed.

Students should not engage in inappropriate conversations that do not contribute to the class discussion, as it is disruptive and interferes with the learning of others. Additionally, students are not to use cell phones or other such technology in class without prior approval. Displaying mature and learning-centered behavior is expected and greatly appreciated.

## APPENDICES

### APPENDIX A

#### Project Rubric

##### APA Style: (Formatting, style, academic tone, etc.)

0-----3-----5-----7-----10  
Poor Average Excellent

Score: \_\_\_\_\_

Comments:

##### Grammar: (Sentence structure, proper use of the English language, etc.)

0-----5-----10-----15-----20  
Poor Average Excellent

Score: \_\_\_\_\_

Comments:

##### Content: (A thorough inclusion of all assignment components)

0-----10-----20-----30-----40-----50  
Poor Average Excellent

Score: \_\_\_\_\_

Comments:

##### Organization: (Structure and integration of writing and content)

0-----5-----10-----15-----20  
Poor Average Excellent

Score: \_\_\_\_\_

**Comments:**

**Total Score:** \_\_\_\_\_

## APPENDIX B

### Grading Rubric for Group Dynamics GROUP PROPOSAL & MANUAL + Presentation

<u>Criteria</u>	<u>Points Possible</u>
Chapter 1: Introduction _____ _____/100 Review of literature/research Description/Purpose of group Needs & Rationale Goals Description (members, recruitment, assessments, preparation, facilitators, time/place)	_____
Chapter 2: Session Outlines _____ Objectives/Behavioral Outcomes Activities Session Processing Rationale	_____/100
Chapter 3: Evaluation _____ 2+ instruments Selection Rationale	_____/100
Overall Format & Style _____ _____/50 Completeness Organization & Clarity Language & academic/APA style	_____
TOTAL POINTS _____ _____/350	

**Arkansas State University**  
**College of Education and Behavioral Science**  
**Department of Psychology & Counseling**  
**COUN 6203 Counseling Prepracticum**

**Instructor:** Dr. Lacy Overley

**Office:** ED 316

**Phone:** 870-972-3064

**Office Hours:** Posted and by appointment

CRN: 60053

**Course Description:**

A competency-based course in counseling techniques with experimental emphasis including microcounseling and role-playing. The student must receive a "B" or better in order to proceed to COUN 6213. Prerequisite, admission into an appropriate graduate counseling program. Pre/Co-requisite, PSY 6113.

**Required Text:**

None

**I. COURSE DESCRIPTION:**

The purpose of this course is to provide learning experiences that will facilitate the acquisition of verbal and nonverbal communication skills in order to enhance students' ability to develop therapeutic relationships with their clients. Although the primary focus of this course will be on technical skill development, necessary general conceptualization skills also will be covered. The student will become competent in developing, maintaining, and utilizing a therapeutic counselor-client relationship for the purpose of promoting client health, development, and problem resolution.

**Course Goals and Objectives:**

A. Specific objectives are as follows:

1. Students will become competent in the use of active listening skills including, but not limited to, feeling, content, and cognitive reflection, summarization, and paraphrasing.
2. Students will become competent and knowledgeable concerning client issues and difficulties from a broad range of theoretical approaches specifically related to relationship development.
3. Students will learn to apply various therapeutic interventions aimed at developing and enhancing a collaborative counseling relationship including, but not limited to, confrontation, immediacy, theme identification, and interpretation.
4. Students will learn to identify personal issues that that may influence the development and use of a therapeutic relationship with clients.
5. Students will become effective in critiquing their own as well as their peers' counseling efforts through facilitated feedback which may include in-class and taped role play sessions.
6. Students will become familiar with the specific ethical concerns of providing direct client services within the helping relationship context.

Methods of Instruction

B. This course may be different from the majority of previous classes in that this one will focus on the practical; in other words, the actual practice of counseling. Since this is a "how to"

course, the majority of course time will be spent on the practical application of communication skills. This will be accomplished primarily through the use of live supervision of in-class role plays. **You will be prepared to act as either counselor or client in EVERY class period.** Not at the same time, of course. In addition, to be successful, you will be expected to spend several hours per week practicing learned skills outside of class.

## II. STUDENT EVALUATION

### A. In course grade:

You will be given an overall grade for in-class practice, participation during discussions, practice video sessions, and for providing peer feedback during small group and “fish-bowl” practice sessions. You will be required to produce several practice tapes during the course of the term, and you will present these tapes to your supervisor/instructor for feedback. You will be given written feedback for each tape. Grades in this instance are cumulative in that no one grade on a video is more important than the next; however, expectations regarding your performance changes during the term as you progress in your skill acquisition.

### B. Homework assignments:

During the term, you will be given handouts which require you to think about yourself and the techniques you might utilize in given situations. These handouts hopefully will encourage you to think about your own biases, potentials, and preferred counseling style. Grades will be based upon completion, **NOT** correctness. Your responses will be read and you will receive feedback. The number of homework assignments will be determined as the term progresses.

### C. Feedback tapes:

You will be required to produce four practice tapes during the course of the semester. Your grades in this instance are not solely determined by your performance, but will include developmental factors as well. It is as important to demonstrate improvement as it is to perform each skill. The purposes of this exercise are to help you 1) become comfortable in seeking feedback, 2) become familiar with varied expectations and styles of supervision, and 3) advance your knowledge base of counseling techniques.

### D. Midterm tape:

You will be required to hand in a midterm video of a practice session with another student. **The tape will not exceed 40 minutes nor be less than 20.** Tapes should represent your best work to date. Your tape should demonstrate counseling skills practiced during in-class and out-of-class sessions. You will receive a feedback form and a letter grade representing your skill development.

### E. Final tape:

For your final, you will be asked to turn in a videotape of your counseling skills. As with your midterm, you will select a colleague from your course to act as your client and then you will role play a counseling session. **Each tape should be no more than 50 minutes in length and not less than 30.** You will receive a feedback form and a letter grade representing your skill development. Again, this tape should represent your best work to date. Tape selection for grading is critical.

## III. COURSE GRADES

Final	40%
Midterm	25%
Overall in-class grade	25%
Homework assignments	10%
Total	100%

A = 90%+

B = 80%

C = 70%

#### **IV. TENTATIVE COURSE OUTLINE/SCHEDULE**

- Module 1 Introduction to basic interviewing skills (reflection, paraphrasing, summary, etc.), the significance of the therapeutic relationship.
- Module 2 Review of conceptual skills relating to client issues, personal issues that may influence the therapeutic relationship. First tape due.
- Module 3 Mini-lecture to be determined by class progress and skill development.
- Module 4 Review of more advanced skills such as immediacy and challenges. Second practice tape due.
- Module 5 Midterm due. Mini-lecture to be determined by class progress and skill development.
- Module 6 Review of effective questions and their application. Mini-lecture to be determined by class progress and skill development. Third tape due.
- Module 7 Review of developmental nature of the therapeutic relationship and its inherent personalization issues (i.e., transference and countertransference).
- Module 8 Mini-lecture to be determined by class progress and skill development. Fourth tape due.
- Module 9 Problem clients and specialized problems. Semester review.
- Module 10 Final tape due.

#### **V. ACCOMMODATIONS**

Students who are eligible for reasonable accommodations under the Americans with Disabilities Act and/or Section 504 of the Rehabilitation Act of 1973, and amendments thereto, are encouraged to contact the instructor as soon as possible. Before accommodations can be made, students must register with Disability Services (Campus location: Student Union; Telephone: 870-972-3964; Website: <http://disability.astate.edu>).

#### **VI. CONFIDENTIALITY**

Taping sessions can be problematic regarding confidentiality. Generally speaking, you should not keep tapes any longer than necessary. Tapes can be erased by recording over the previous recording.

Tapes that you are holding for review should be clearly labeled with your name and address, phone number, department, and date. However, tapes of practice sessions should never leave your possession except to be reviewed by the instructor. Regard tapes as being as confidential as the session itself—essentially, they are!

#### **VII. OPERATIONAL DEFINITIONS**

##### **A. Opens Session**

**Purpose:** The purpose here is to start the session, to establish boundaries with regard to the purpose for being there, and to lay the foundation for the work to follow.

**Description:** A statement or summary which can be identified as the beginning of the session. A statement can be as simple as “What would you like to work on today?” while as summary must include aspects of what has gone before (indicating previous session(s) with this client).

B. Attending Skills

Purpose: Attending skills refers to a group of communication micro-skills which act to facilitate the client's discourse by demonstrating an authentic concern and/or interest for the client and client issues. In other words, clients are helped to share their concerns and issues. These skills include: 1) non-verbal attending, 2) minimal encouragers, and 3) reflection of content/paraphrasing.

Description: 1) Non-verbal attending refers to a group of counselor behaviors to include facing the client squarely, maintaining an open posture, leaning forward and maintaining eye contact (some cultural groups will necessitate the modification of these behaviors); 2) minimal encouragers include non-verbal cues such as head nodding and smiling and verbal cues such as "uh-huh," "yes," and "I see;" 3) reflection of content/paraphrasing includes any statement or phrase that repeats back to the client his or her intended or explicit message, identifying in part or in whole the content of client communications.

C. Probes

Purpose: A probe is an open-ended attempt to gain more information and/or focus the client on more salient issues.

Description: A probe is a statement or question which elicits more information about a client's verbal message such as "Tell me more," "I'm confused, could we go over that again," "Let's talk about ...," or "I'm getting lost, help me to understand.

D. Summaries

Purpose: Summaries have two specific purposes: 1) demonstrating to the client that you have heard and/or understood the important aspects of what has been communicated; and 2) focusing the client on specific aspects of what has been said.

Description: A summary is a verbal statement which synthesizes what has been said and/or highlights major themes (both affective and cognitive). Summaries may occur at the beginning, ending, or at any time during the session when trying to clarify and focus client communication.

E. Reflection of Feeling

Purpose: Feeling reflections are attempts to demonstrate deep level understanding of the affective component of the client's communication. Feeling reflections can give clients permission to express affect, provide a cathartic outlet, and validate the client's experiencing.

Description: A statement that identifies the client's affective experience. Feelings identified may be explicit, as revealed in the content of the client's communication, or implicit/hidden, as synthesized from verbal and non-verbal communications.

F. Reflection of Meaning

Purpose: Meaning reflections demonstrate an understanding of deeply held thoughts and feelings underlying the client's life experience. This skill facilitates the client's search into deeper aspects of his or her life experience, facilitates the client's interpretation of his or her own life, and assists clients in the exploration of goals and values.

Description: A statement which synthesizes client feelings and thoughts into "meaningful" groups or wholes. In essence, meaning reflections are paraphrases which identify important ideas of meaning expressed by the client.

G. Confrontation/Challenge

Purpose: Confrontations are attempts to identify or describe blocks to clients' development beyond their problems both within the session and in their day-to-day lives.

Description: Confrontations/challenges are statements or questions which 1) offer honest feedback to the client (e.g., you keep changing the subject whenever we bring up the topic of your mother," "You don't really want to talk about this," "You seem to be playing games today," etc.) and/or 2) identifies discrepancies in the client's message (e.g., You smile every time you discuss anything uncomfortable," "One minute you're telling me that your husband is a buffoon and the next you're telling me how sensitive and caring he is," "You seem to be telling me some very hurtful stuff, yet you describe it as if it just doesn't matter," etc.).

#### H. Immediacy

Purpose: Immediacy can have numerous purposes and involves many of the skills already discussed. However, immediacy as a skill is, primarily, an attempt to move the client into the here-and-now and utilize the client-counselor relationship as a medium for focusing the client on salient issues.

Description: Immediacy is a statement which 1) identifies non-verbal and verbal communications in the here-and-now, 2) offers support for the client's experiencing, and 3) identifies client-counselor relationship issues (e.g., "You seem to be trying very hard to please me"). These statements often are leads to discussion which involves the here-and-now process of counseling. This discussion also is viewed as immediacy.

#### I. Identifying Themes

Purpose: The purpose of identifying themes is similar to the purpose behind making meaning reflections (the facilitation of the client's exploration of deeper aspects of his or her life experience). In addition, identifying themes makes connections between seemingly disparate aspects of the client's story, thereby supplying the client with a new frame of reference or understanding of his or her issues. Therefore, identifying themes provides new avenues with which to understand and address life experiences and current problems.

Description: Identifying themes may be in the form of a statement or question which illuminates the client's characteristic patterns of thought, feelings, actions, or interactions in a form previously unseen or unexplored by the client.

#### J. Closing Session

Purpose: Explicitly, the purpose of closing the session is closing the session. More importantly, however, the purpose of closing the session smoothly is to 1) put closure on what may have been an extremely emotional experience, 2) summarize and identify what has occurred and/or been accomplished during the session, and 3) identify and clarify boundaries.

Description: Closing the session can include a summary statement or discussion of what has occurred during the current session and how this is different and/or the same as previous sessions. The focus could be on what work has been done, what work is yet to be done, and generalizations concerning progress. Therefore, establishing boundaries not only for clarifying that your time is limited, but also for what your session's purpose is. Depending upon your theoretical orientation, this also may be a time to assign behavioral homework and/or themes to consider before the next session.

### Course Schedule

Module	Class meeting	Reading/Assignments
1	Introduction: basic interviewing	

	skills (reflection, paraphrasing, summary, etc.); significance of the therapeutic relationship	
2	Review of conceptual skills relating to client issues, personal issues that may influence the therapeutic relationship	<b>First tape due</b>
3	Mini-lecture to be determined by class progress and skill development	
4	Review of more advanced skills such as immediacy and challenges	<b>Second practice tape due;</b>
5	Mini-lecture to be determined by class progress and skill development	<b>Midterm due</b>
6	Review of effective questions and their application. Mini-lecture to be determined by class progress and skill development.	<b>Third practice tape due</b>
7	Review of developmental nature of the therapeutic relationship and its inherent personalization issues (i.e., transference and countertransference).	
8	Mini-lecture to be determined by class progress and skill development.	<b>Fourth tape due</b>
9	Problem clients and specialized problems. Semester review	
10		<b>Final tape due</b>

**Arkansas State University**  
**College of Education**  
**Department of Psychology and Counseling**  
**Counseling Practicum – COUN 6213-002**

**Professor:** Dr. Asher Pimpleton  
**Class Meeting Days/Times:**  
Online  
**Classroom:** Online  
**Course Reference Number:** 10862

**Office:** EDUC 317  
**Telephone:** (870) 680-8410  
**E-mail:** Apimpleton@astate.edu  
**Office Hours:** Tuesday  
12:00 p.m.-4:00 p.m.  
(Or by appointment)

**Purpose:**

The purpose of this course is to train students to develop, maintain, and utilize a helping relationship to benefit a client population through assessments, direct counseling services, and/or consultation. Further, this course will provide student interns with a highly individualized, advanced practical experience working with adolescents in a comprehensive developmental counseling program.

**Objectives:**

- 1.) The student will demonstrate beginning level understanding of the foundations of counseling, its contextual dimensions, and its practice, including counselor roles, functions, and expectations of professional conduct.
- 2.) The student will demonstrate beginning level mastery of knowledge bases, which include human development, social and cultural counseling practices, helping relationships, group work, lifestyle and career development, research and program development, and ethical professional conduct.
- 3.) Students will demonstrate beginner level competencies in appraisal, counseling, consultation, referral and advocacy with the primary client population served by the Mental Health Counselor.
- 4.) Students will demonstrate professional, ethical, and legally responsible practice.

**Course Structure:**

The student will meet for one hour of individual supervision with a **site-supervisor** and one and one-half hours of **group supervision** per week throughout the semester. The student will be expected to keep an organized binder of materials related to their practical experience. Examples of case-notes and other paper-work related materials will be kept in the notebook and will be examined at various times during the semester. Any identifying information regarding the client **MUST be excluded** from any information in the student's notebook in order to maintain confidentiality. Class/group-supervision time will include both structured didactic and unstructured supervision experiences. Individual supervision will involve review of tapes as well as discussion of relevant client cases and professional development issues. Internship students receiving supervision on-site will meet with the faculty supervisor as needed throughout the semester for evaluation purposes. The exact number of meetings is at the discretion of the faculty supervisor.

**Appropriate Settings:**

The student will select an appropriate clinical site so that they may complete all requirements for their Internship in a timely manner. The appropriate site will have opportunities for the student to do varied counselor related behaviors, which might include individual, group, and family counseling, case notes, initial assessments, psycho-educational groups, case management, etc. The site **MUST** have opportunities for the student to provide individual and/or group counseling.

**Supervision:**

**Group supervision.** Group supervision will follow a reflection team format. Under this framework, a student will present an audio or video clip for feedback to the instructor and class. After viewing/listening and evaluating the session clip, the student's work will be discussed by the instructor and student's colleagues. The student presenting will not be allowed to participate in this portion of the discussion, but will listen and receive all feedback first. After this discussion has ended, the student presenting will then be allowed to join the conversation and respond to the feedback provided. This provides a framework for the presenter to hear and conceptualize the feedback provided before responding to feedback regarding their work. **All audio and visual material that is presented during group supervision will be used solely for educational purposes and will be destroyed after completion of the course.**

**Site Supervision.** The site supervisor must possess a Master's degree or higher in counseling or a closely related field and must be willing to meet with the student for one hour per week of individual or triadic supervision. In addition, the site must allow the use of video or audio taping of counseling sessions for review by the faculty and site supervisor. The site supervisor, prior to submission to the faculty supervisor, must sign all documentation forms and paperwork. All sites chosen by the student must meet with the approval of their faculty supervisor.

**Confidentiality.** Students are to keep any information shared during the course of group, individual or triadic supervision confidential.

**Evaluations:**

Students' work and progress will be evaluated in various ways. First, students will receive feedback on a weekly basis from both their instructor and colleagues during group supervision. Second, students will receive a mid-term and end-of-semester summative evaluation by both their site and faculty supervisors. Each summative evaluation will be worth a maximum of 20 points and every student will receive a total of four evaluations (two from site supervisor and two from faculty supervisor). Finally, students will be asked to evaluate themselves both formally and informally throughout the process. Grades will be determined utilizing the following points of evaluation. All evaluation forms used by faculty supervisors will be available to the students. In addition, student performance shall be discussed often throughout the semester:

- Skill acquisition, development, and utilization
- Ability to accept and utilize feedback
- On-site performance as determined by site supervisor
- Participation in class discussion and activities

- Professional and ethical behavior
- Completion and submission of log of activities
- Case presentations
- Case note samples

Students will be provided with the opportunity to evaluate their faculty supervisors, their site supervisors, and their clinical setting at the end of the semester. All forms for said evaluations will be provided to the students. Every effort will be made to maintain anonymity regarding evaluations.

### **Professionalism:**

Efficiency and professional behavior with regard to promptness of project completion is expected at all times. All paper work expectations are evaluated on a complete/incomplete basis. In other words, you are expected to turn in all paper work as requested. If deficiencies exist, they will be corrected in a timely manner and returned to the supervisor. In addition, professional ethics will be maintained at all times. If there are questions concerning appropriate ethical behavior, the student should consult the faculty and/or site supervisor. All final decisions concerning ethical conduct must be made in collaboration with your faculty supervisor. The following is a list of items that must be completed by the end of your semester.

### **Skill Development:**

Skill development is critical with regard to your grade. Proficiency in fundamental counseling and consultation skills must be demonstrated through several means (i.e. case notes, video tape reviews, case study evaluations, group discussions, individual supervision, etc.) Skills are assessed utilizing a conceptual model, which organizes counseling into three areas, process, conceptual and interpersonal.

*Process skills* refer specifically to the “act” of counseling. The ability to develop a trusting therapeutic alliance through body language, reflections and summaries are considered fundamental. Skills such as challenges, interpretations, probes, and immediacy are considered advanced skills and are expected to develop during your advanced practicum experience. These skills are essential in all functioning as a counselor.

*Conceptual skills* are related to the counselor’s ability to interpret client problems and issues according to their own theoretical orientation. Conceptual skills are essential in the development, maintenance and utilization of a therapeutic alliance. They are essential in developing a treatment and/or consultation plan. They are essential in promoting advocacy, educational and other development-oriented programming. Finally, conceptual skills help the student maintain the purpose of being responsive to the needs of the client population served.

*Interpersonal skills* refer specifically to the skill and understanding of maintaining and utilizing the interpersonal relationships developed during counseling and consultation. The ability to interpret and act upon the unique interactions of significant relationships will often determine the effectiveness of any counselor. Therefore, the ability to interpret ones own actions and reactions to interpersonal/professional relationships is essential to the developing counselor.

**Hours:**

The program requires students to complete a supervised practicum experiences that total a minimum of 100 clock hours over a minimum 10-week academic term (CACREP, 2009). Students must complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills and 60 clock hours of indirect service (CACREP, 2009). Direct service hours must be designated to one or more of the following: experience leading groups, individual therapy, couple and family counseling, or consultation with client families (CACREP, 2009). Time spent doing case management, paperwork (case notes, evaluations, etc.), file management, follow-up phone calls, and supervision can all be designated as indirect service hours. If you have any questions about what constitutes direct versus indirect service hours, please do not hesitate to contact me for clarification.

**Assignments**

**Special Population Presentations:** Each student will find an article or resource regarding a specific population that they would like to work with. Students will present their findings to the class and lead a brief discussion regarding their topic of choice. Please be sure to include the following in your discussion/presentation:

- a.) What was helpful and why?
- b.) What was unhelpful and why?
- c.) What questions do you still have?
- d.) How can you apply this information with the clients you have at your current internship site?

**SOAP Note Sample:** Using the information from a scenario provided by the instructor, students will write SOAP note. This assignment will be evaluated on clarity, professional language, grammar, organization and accuracy.

**Sample Treatment Plan:** Using the information from a scenario provided by the instructor, students will construct a sample treatment plan. This assignment will be evaluated on clarity, professional language, grammar, organization and thoroughness. Please consider the following questions when completing this assignment:

- a.) Are goals clearly identified and defined?
- b.) Can progress be concretely measured?
- c.) Is progress and the assessment thereof time-bound and specific?

**Professional Disclosure Statement:** Each student will construct his or her own professional disclosure statement. Documents must include, but is not limited to, the following elements:

- a.) Counselor's Contact Information.
- b.) Professional Background and Experience.
- c.) Description of Services Provided.
- d.) Service Fees and Duration of Treatment.
- e.) Confidentiality.
- f.) Contact Information for Complaints.

**Theoretical Application Presentation:** Each student will do a presentation regarding the conceptualization and application of his or her theoretical orientation. Please be sure to address the following topics in your presentation:

- a.) Please give a general description of your theoretical orientation.

- b.) According to this theoretical orientation, what is root cause of mental and emotional dysfunction?
- c.) Using this framework how does change occur?
- d.) What is role of assessment?
- e.) Identify specific interventions.
- f.) How well would this theoretical orientation work with diverse populations? Please explain.
- g.) Strengths and challenges to applying this approach to your target population.

**Documentation: (5 points each)** Each student will be required to submit a log of his or her hours on a weekly basis. Each log must have the signatures of both intern and site supervisor, along with dates of service. During the course of the class, students will need to have submitted a total of 17 logs.

<b>Assignments</b>	<b>Points</b>
Special Population Presentation	5
SOAP Note Sample	5
Treatment Plan Sample	5
Professional Disclosure	5
Documentation	85
Evaluations	80
Theoretical Application Presentation	20
<b>Total Points</b>	<b>205</b>

**Pass = 164 Points Minimum      Fail = 163 Points**

**Attendance and Participation**

Class attendance is required. Student attendance consists of arriving to class on time and being prepared. For any classes missed, students are responsible for obtaining lecture notes, announcements or assignments. Students are expected to actively participate in class in order to increase their comprehension and learning of material. Student participation is requested in all class discussions, activities, and assignments. Participation also includes attentiveness.

**Flexibility Clause**

Circumstances, which require alteration of this syllabus, may arise. So, schedule or contents are subject to change at instructor's discretion. Students will be given appropriate notice of any modifications.

**Questions and Concerns**

Please feel free to talk with me if you have follow-up issues to discuss, if you feel there is a problem or a misunderstanding, or if you have a question or concern. Sign up for office hours whenever possible, and if my office door is open, stop in. Email is usually a great way to get in touch with me, although I may not respond over the weekends.

**Disability and Support Services**

Students who require academic adjustments in the classroom or by way of the web due to a disability must first register with ASU Disability Services. Following registration and within the first two weeks of class, please contact me to discuss appropriate academic

accommodations, technology requirements, software and hardware specifics and requirements. Appropriate arrangements can be made to ensure equal access to this course. Any student in this course who has a disability that may prevent him/her from fully participating in this course should contact Disability Services at (870) 972-3964 or visit the website located at the following address: <http://www2.astate.edu/disability/>.

### **Academic Dishonesty Policy**

#### ***Plagiarism:***

Violations of this policy are considered as serious misconduct and may result in disciplinary action and severe penalties. Plagiarism is the act of taking and/or using the ideas, work, and/or writings of another person as one's own. Faculty members may respond to cases of plagiarism in any of the following ways:

1. Return the paper or other item for rewriting; the grade may be lowered.
2. Give a failing grade on the paper or other item—"F" if a letter grade is used or zero if a numerical grade is used.
3. Give the student who plagiarized a failing grade in the course.
4. Recommend sanctions, including disciplinary expulsion from the university. All cases should be referred to the student conduct system.

#### ***Cheating:***

Cheating is an act of dishonesty with the intention of obtaining and/or using information in a fraudulent manner. Faculty members may respond to cases of cheating in any of the following ways:

1. Allow the testing to progress without interruption, informing the offending student about the offense—and award a failing grade on the test—"F" if a letter grade is used or zero if a numerical grade is used.
2. Seize the test of the offending student and give a failing grade on the paper.
3. Give the offending student a failing grade in the course.
4. Recommend sanctions, including disciplinary expulsion from the university. All cases should be referred to the student conduct system.

**Source:** Arkansas State University, Office of Student Conduct 2014-2015 Handbook.

### **Instructor Policies**

As a student, you are responsible for your own learning. Therefore, it is expected that all students will arrive on time and be prepared for class, attend to information and discussion presented in class, and take notes as needed.

Students should not engage in inappropriate conversations that do not contribute to the class discussion, as it is disruptive and interferes with the learning of others. Additionally, students are not to use cell phones or other such technology in class without prior approval. Displaying mature and learning-centered behavior is expected and greatly appreciated.

Module	Topics	Assignments Due
1	Orientation to Internship: Course expectations, Class Structure, Necessary Materials	N/A
2	Supervision: What should you expect?  Group Supervision: <b>Presenter:</b> <u>Hannah</u> <u>Gorman</u> <b>Presenter:</b> <u>Lindsey</u> <u>Rose</u>	Signed Logs, Memorandums of Agreement, Etc.
3	Documentation: Formatting, Content and Organization  Group Supervision: <b>Presenter:</b> _____ <b>Presenter:</b> _____	Signed Logs Professional Disclosure Statement
4	Special Populations: <b>Presenter:</b> _____ Group Supervision: <b>Presenter:</b> _____ <b>Presenter:</b> _____	Signed Logs Sample SOAP Note
5	Special Populations: <b>Presenter:</b> _____ Group Supervision: <b>Presenter:</b> _____ <b>Presenter:</b> _____	Signed Logs

6	<p>Special Populations: <b>Presenter:</b></p> <hr/> <p>Group Supervision: <b>Presenter:</b></p> <hr/> <p><b>Presenter:</b></p> <hr/>	Signed Logs Sample Treatment Plan
7	<p>Special Populations: <b>Presenter:</b></p> <hr/> <p>Group Supervision: <b>Presenter:</b></p> <hr/> <p><b>Presenter:</b></p> <hr/>	Signed Logs Mid-Term Evaluation
8	<p>Special Populations: <b>Presenter:</b></p> <hr/> <p>Group Supervision: <b>Presenter:</b></p> <hr/> <p><b>Presenter:</b></p> <hr/>	Signed Logs
9	<p>Special Populations: <b>Presenter:</b></p> <hr/> <p>Group Supervision: <b>Presenter:</b></p> <hr/> <p><b>Presenter:</b></p> <hr/>	Signed Logs
10	<p>Special Populations: <b>Presenter:</b></p> <hr/> <p>Group Supervision: <b>Presenter:</b></p> <hr/> <p><b>Presenter:</b></p> <hr/>	Signed Logs

11	<p>Theoretical Application Presentations:  <b>Presenter:</b> _____</p> <p><b>Presenter:</b> _____</p> <p>Group Supervision:  <b>Presenter:</b> _____</p> <p><b>Presenter:</b> _____</p>	Signed Logs
12	<p>Theoretical Application Presentations:  <b>Presenter:</b> _____</p> <p><b>Presenter:</b> _____</p> <p>Group Supervision:  <b>Presenter:</b> _____</p> <p><b>Presenter:</b> _____</p>	Signed Logs
13	<p>Theoretical Application Presentations:  <b>Presenter:</b> _____</p> <p><b>Presenter:</b> _____</p> <p>Group Supervision:  <b>Presenter:</b> _____</p> <p><b>Presenter:</b> _____</p>	Signed Logs Final Evaluation
14	<p>Group Supervision:  <b>Presenter:</b> _____</p> <p><b>Presenter:</b> _____</p>	Signed Logs
15	Course Wrap-Up	All remaining paperwork and documentation are due.

16	Course Wrap-Up	All remaining paperwork and documentation are due.
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**Arkansas State University**  
**Department of Psychology and Counseling**  
**College of Education and Behavioral Science**

**COURSE**

PSY 6573, CRN 60656, Psychological Testing

Professor: Dr. John D. Hall, Professor of Psychology & Counseling, Licensed Psychologist, Licensed School Psychology Specialist, Nationally Certified School Psychologist (NCSP)

Office # COEBS 303

Office Hours: M 4:00-6:00 p.m., T 4:00-6:00 p.m. or by appointment

Telephone: (870)972-3041 (office) or (870)972-3064 (department)

E-mail: jhall@astate.edu

**REFERENCES**

Primary Text:

Gregory, R.J.(2013). Psychological testing: History, principles, and applications (7th ed.). Boston: Pearson/Allyn & Bacon. ISBN 13: 978-0-205-95925-9 & ISBN 10: 0-205-95925-3.

This is a web-enhanced course with a Blackboard Learn site. PowerPoint slides/overheads will be available on Blackboard Learn can be accessed through the ASU Home Page.

Additional readings are and will be placed on Blackboard Learn. These readings include:

Mitchell, B.C. (n.d.). *Test service notebook 13: A glossary of measurement terms*. New York, NY: The Psychological Corporation.

Hall, J.D., Howerton, D.L., & Bolin, A.U. (2005). The use of testing technicians: Critical issues for professional psychology. *International Journal of Testing* 5(4), 357-375.

Hall, J.D., Howerton, D.L., & Jones, C.H. (2008). Achievement testing in the No Child Left Behind Era: The Arkansas Benchmark. *Research in the Schools*, 15(1), 64-76.

Supplemental Texts:

American Educational Research Association, American Psychological Association, & National Council on the Measurement in Education (1999). *Standards for educational and psychological testing* (2<sup>nd</sup> ed.). Washington, DC: American Psychological Association.

Buros Institute of Mental Measurements (2007). *The seventeenth mental measurements yearbook*. K.F. Geisinger, R.A. Spies, J.F. Carlson, & B.S. Plank (Eds.). University of Nebraska Press: Lincoln NE.

Eyde, L.D., Robertson, G.J., & Krug, S.E. (2010). *Responsible test use: Case studies for assessing human behavior* (2<sup>nd</sup> ed.). American Psychological Association: Washington, DC.

## **PURPOSE OF THE COURSE**

Catalog Description: A study of the principles of measurement as applied to intelligence, aptitude, interest, and achievement testing.

## **COURSE OBJECTIVES**

1. Students will gain knowledge specific to the history of psychological testing including the origins of testing and early testing in the U.S.
2. Students will develop an understanding of tests and the testing process including the nature and uses of tests, responsible test use, and ethical and social implications associated with testing.
3. Students will gain knowledge of test scores, essential statistical concepts, raw score transformations, norm groups, and test standardization.
4. Students will gain a thorough understanding of test reliability.
5. Students will gain a thorough understanding of test validity and test development.
6. Students will gain knowledge specific to intelligence and intelligence testing including definitions and theories of intelligence and specific individual tests.
7. Students will develop an understanding of test bias and key issues related to testing special populations.
8. Students will gain knowledge specific to group tests of aptitude and achievement including concerns associated with high stakes achievement testing in the schools.
9. Students will develop an understanding of neuropsychological assessment.
10. Students will develop an understanding of the origins of personality testing.
11. Students will develop an understanding of the structured assessment of personality and other qualities.
12. Students will become skilled and knowledgeable in conducting and writing a psychological/educational test/instrument critique.
13. Students will become skilled and knowledgeable in individual psychological and educational test/instrument selection, scores/data, score/data interpretation and how this information relates to eligibility and programming decisions and recommendations.

## **METHODS OF INSTRUCTION**

Blackboard Discussion  
Exercises  
Video Supplementation  
Assigned Readings  
Test/Instrument Critique

## **METHODS OF STUDENT EVALUATION**

3 Examinations	60% (20% each)
Participation, Professionalism	10%
Test/Instrument Critique	15%
Psychoeducational Report Interpretation	10%
Exercises	<u>5%</u>
	100% = Total

## **GRADING SCALE**

90-100% = A  
80-89% = B

70-79% = C  
Below 69% = F

## **STUDENT EVALUATION INFORMATION**

Actual dates of the examinations will be announced in class approximately one week prior to the exam. The final exam is scheduled during finals week according to the University final examination schedule posted on the ASU Registrar website. No cell phone use is allowed during examinations.

## **TEST/INSTRUMENT CRITIQUE**

Students conduct a test/instrument critique of psychological or educational test/instrument individually assigned to them by the professor. Each student will have access to an appropriate test/instrument which included the test manual in accord to the policies and procedures established by the Department of Psychology and Counseling Resource Committee and approved by the Department Faculty (2000). The policies and procedures include the following four documents: (a) Policy on the Use of Psychological, Educational, and Vocational Instruments; (b) Check-Out Procedure for Restricted Psychological, Educational, or Vocational Tests/Instruments; (c) Student Instrument Checkout Psychological, Educational, and Vocational Instruments; and (d) Request for Psychological, Educational and Vocational Instruments. All of these documents are posted in Blackboard under the Course Documents tab for student review and access.

Please note: A number of these tests/instruments are costly and valuable. They are owned by the Department. We expect them returned in the same order and condition that they were in when you checked them out. Failure to return these materials may result in an incomplete final course grade and the appropriate university authorities being contacted.

Your test/instrument critique should be typed and address the following key points: (a) Cover Page/Sheet which lists your name, course prefix and number, semester and date of submission, professor's name, and title of the test/instrument you are critiquing; (b) Introduction/Overview of the Test/Instrument (including the population that it is appropriate for); (c) Development and Standardization; (d) Administration and Scoring (including qualifications for purchasing and administration, time to administer, and price/costs); (e) Interpretation; (f) Reliability (discuss all that apply to the specific test/instrument e.g., test-retest, alternate form, split-half, Kuder-Richardson/coefficient alpha, interscorer/interrater, and decision); (g) Validity (discuss all that apply to the specific test/instrument (e.g., face, content, criteria-related [concurrent and predictive], and construct); (h) Treatment Validity/Utility (i.e., How does the test/instrument actually link to intervention/treatment? How does it link to the plans of the practitioner?); (i) Any Extra-Validity Concerns (i.e., potential negative side effects) and (j) References. Note: Use a-j as subsections and headings within your typed critique.

To assist in addressing the above key points you should consult references other than the test manual. For example, the review of the instrument published in *Buros Mental Measurements Yearbook (MMY)* through the Buros Institute of Mental Measurements, University of Nebraska Press will be most helpful. Hard copies of these texts are available in the reference section of the ASU Dean B. Ellis Library. They may not be checked out. Access to Buros may also be available on-line by through our library data

bases. Test reviews can also be purchased on-line through the Buros Institute of Mental Measurements [buros.unl.edu/buros/jsp/search.jsp](http://buros.unl.edu/buros/jsp/search.jsp) (see Test Reviews On-line) for a nominal fee (e.g., \$15.00). You are required to conduct a computer search specific to the test/instrument you are assigned. Use PsylInfo and ERIC data bases available through the ASU Dean B. Ellis Library for this activity. Information obtained from your computer searches and all references other than the manual should be included in your typed critique and cited according to current APA Publication Manual style guidelines. These should include peer-reviewed journal articles and possibly book chapters. They can also include documents from the publisher of the test/instrument and possibly article from professional newsletters. All references must pertain to the specific test/instrument that you have been assigned to critique. Therefore, the last page of your test/instrument critique will include a reference page/section. For a grade submit to the professor on the due date in class, on **Tuesday, November 10, 2015** all of the following: (a) typed critique, relevant pages from Buros MMY specific to the test/instrument test, all computer searches, and the test/instrument (including the test manual) that you checkout. Late submissions typically receive a reduced grade.

See the Scoring Form for this assignment posted in Blackboard under the Course Documents tab prior to initiating this assignment.

\*Note: This assignment addresses knowledge and skills pertaining to NASP Domains: 2.1 Data-Based Decision Making and Accountability, 2.3 Effective Instruction and Development of Cognitive/Academic Skills, and

## **PSYCHOEDUCATIONAL REPORT INTERPRETATION**

Students will be provided with portions of a mock written psychoeducational report on an individual referred for evaluation. This report will contain basic demographic information, reason for referral, background information, evaluation techniques and results (i.e., intelligence, achievement, visual-motor functioning, language, social-emotional functioning, etc.). Students will be required to interpret the information provided in the report including test/instrument selection, scores/data and determine how the key information contained within the report relates to eligibility and programming decisions and basic/practical and specific recommendations. A number of questions will be presented to the student in an attached document pertaining to the above issues. Students will be provided with copies of any relevant rules and regulations that apply to eligibility and programming decisions to assist in responding to the questions. Students will need to consult outside professional resources (peer-reviewed intervention article, [interventioncentral.com](http://interventioncentral.com), etc. to generate possible empirically-validated intervention recommendations directed towards any academic or behavioral skill or performance deficits noted in their interpretation. This assignment is due in class on **Tuesday, November 24, 2015**. Late submissions typically receive a reduced grade.

## **MAKE-UP EXAM POLICY**

If you miss an examination, you must notify the professor by telephone or e-mail in advance of the exam. You may be required to produce official documentation to support your absence in order to take the exam. You may be administered an alternate form of the exam. The final examination must be taken for a grade in the course.

## **STUDENTS WITH DISABILITIES**

If any student has a disability or problem requiring accommodation in order to succeed in the course, please contact me as soon as possible. Confidentiality will be maintained, and every reasonable effort will be made to meet your needs. Any student requiring accommodation must be registered with ASU's Office of Disability Services, 870-972-3964

### **ACADEMIC MISCONDUCT POLICY**

Plagiarism (the act of taking and/or using the ideas, work, and/or writings of another person as one's own) is a serious offence against academic integrity which could result in failure for the paper or assignment, failure for the course, and/or expulsion from Arkansas State University. Cheating is an act of dishonesty with the intention of obtaining and/or using information in a fraudulent manner. For further information, including specifics about what constitutes plagiarism or cheating, see ASU's Academic Integrity Policy at <http://studentconduct.astate.edu/AcademicIntegrity.html>

### **ADDITIONAL COURSE POLICIES:**

All students must have a student email address and Blackboard Learn account through the ASU system. These electronic accounts are necessary to receive important information and access to the on-line grade book to view their own grade. Students should check Blackboard and email on an ongoing basis (at least once per week) for messages. All students are required to maintain update and accurate names and email addresses. These accounts can be established through the ASU Home Page. The Center for Learning Technology/CLT which is located in the ASU Dean B. Ellis Library can assist with Blackboard Learn issues.

### **FLEXIBILITY CLAUSE**

Circumstances may arise which prevent us from fulfilling every component of this syllabus, therefore, the syllabus is subject to change. However, students will be notified of any changes that occur prior to any exam/due dates.

### **FINAL EXAMINATION**

As stated above the final examination is scheduled according to the University final examination schedule posted on the ASU Registrar website. Note: According to University policy, no final examinations will be administered earlier than the scheduled time.

### **COURSE OUTLINE (Tentative)**

Introduction to the Course

The History of Psychological Testing

    The Origins of Psychological Testing

    Testing from the Early 1900s to the Present

Assigned Reading: Chapter 2 Gregory

Applications of Psychological Testing

    The Nature and Uses of Psychological Tests

    The Testing Process

Assigned Reading: Chapter 1A Gregory; Hall, Howerton, & Bolin (2005) article

Norms and Reliability

    Norms and Test Standardization

Assigned Reading: Chapter 3A Gregory; Mitchell (n.d.) notebook

### **Examination 1**

Reliability (continued)

Concepts of Reliability  
Assigned Reading: Chapter 3B Gregory  
Validity and Test Development  
    Basic Concepts of Validity  
    Test Construction  
Assigned Reading: Chapter 4 Gregory  
**Examination 2**  
Theories and Individual Tests of Intelligence and Achievement      Theories of  
Intelligence and Factor Analysis  
    Individual Tests of Ability and Achievement  
Testing Special Populations  
    Infant and Preschool Assessment  
Assigned Reading: Chapters 5 & 7A Gregory  
Group Tests and Controversies in Ability Testing  
    Group Tests of Ability and Related Concepts  
    Test Bias and Other Controversies  
Assigned Reading: Chapter 6 Gregory; Hall, Howerton, & Jones (2008) article  
Testing Special Populations  
    Testing Persons with Disabilities  
Assigned Reading: Chapters 7B Gregory  
Neuropsychological and Assessment and Screening  
    Neurobiological Concepts and Behavioral Assessment  
    Neuropsychological Tests, Batteries, and Screening Tools  
Assigned Reading: Chapter 10 Gregory  
Industrial, Occupational and Career Assessment  
    Industrial and Organizational Assessment  
Assigned Reading: Chapter 11A Gregory  
Origins of Personality Tests  
    Theories of Personality and Projective Techniques  
    Self-Report and Behavioral Assessment of Psychopathology  
Assigned Reading: Chapter 8 Gregory  
Legal Issues and the Future of Testing  
    Psychological Testing and the Law  
    Computerized Assessment and the Future of Testing  
Assigned Reading: Chapter 12 Gregory  
Applications and Consequences of Psychological Testing (continued)  
    Ethical and Social Implications of Tests  
Assigned Reading: Gregory Chapter 1B  
**Examination 3 (Final Examination)**

**Arkansas State University**  
**College of Education**  
**Department of Psychology & Counseling**

**Course:** COUN 6233; **Counseling Internship-Secondary School**

**Credits:** 3 semester hours

**Day/Time:** Wednesday 4:30 – 6:00

**Classroom:** Online

**Professor:** Kami Barkley, MSE

**Office:** Online

**Telephone:** (870)919-3593 (cell)

**E-mail:** [kamibarkley@gmail.com](mailto:kamibarkley@gmail.com)

**Office Hours:** By Appointment

**Course Description:**

Supervised practice including individual counseling, group work, developmental classroom guidance, consultation, and program coordination activities in a secondary school setting. Prerequisites: COUN 6073, COUN 6213, and permission of screening committee. Student must earn a grade of "B" or better to advance to COUN 6223.

**Required Text:**

American Counseling Association. (2005). *ACA Code of Ethics*. Alexandria, VA: ACA.  
<http://www.counseling.org/Resources/aca-code-of-ethics.pdf>

American School Counselor Association. (2010) *Ethical Standards for School Counselors*. Alexandria, VA:  
<http://www.schoolcounselor.org/files/EthicalStandards2010.pdf>

American School Counselor Association. (2005). *The ASCA National Model: A Framework for School Counseling Programs* (2<sup>nd</sup> ed.). Alexandria, VA: ASCA.

American School Counselor Association. (2004). *The ASCA National Model Workbook: A Companion Guide to Implementing a Comprehensive School Counseling Program*. Alexandria, VA: ASCA.

Other readings as assigned.

**Purpose:**

Counseling Internship—Secondary School is a highly-individualized course designed to provide interns with advanced practice in working with children in a comprehensive, developmental counseling and guidance program in secondary school settings. Through the central core of supervised practice, interns are met at the levels of personal development, knowledge, and skills which they bring to the experience. They are presumed to be capable of and responsible for contributing to their own and their classmates' professional growth and development. As a result of this supervised practice, interns will demonstrate:

**Course Goals and Objectives:**

- 1) Entry-level understanding of the foundations of school counseling, its contextual dimensions, and its practice including the roles, functions, and expectations of professional school counselors at the secondary level.

- 2) Entry-level mastery of a knowledge base, relevant to secondary school counseling, that includes human development, social and cultural foundations of counseling, helping relationships, group work, career development, assessment, research and program evaluation, and all aspects of practice as professional secondary school counselors.
- 3) Entry-level competence in assessment, counseling, consultation, referral, and advocacy with the groups and individuals who comprise the broad population (i.e., students, parents, staff, faculty, and administrators) of secondary schools.
- 4) Entry-level competence in developing, implementing, and evaluating a comprehensive school counseling and guidance program that is developmentally sound and based on identified needs of the secondary school population.
- 5) Professional, ethical, and legally responsible practice at the secondary school level.

### Course Structure:

Because of the unique and individualized nature of the internship experience, course content will vary to some extent with the developmental experiences and needs of the particular group of secondary school counseling interns in a given semester. Group meetings serve as opportunities for interns to share site-based experiences and to receive feedback from other group members and the faculty supervisor. This time also is used to prepare interns to make effective use of school counseling outcomes research in their site-based practice as professional school counselors. Individual supervision time is used to address specific and unique needs of each intern. In order to accomplish the objectives for the internship, interns are expected to participate actively in group meetings, the full array of school counseling and guidance activities typically expected of professional school counselors in secondary school settings, individual supervision sessions with the assigned faculty supervisor, and a variety of professional development activities including reading relevant professional materials. Interns will function within an approved site and will find some of their activities facilitated by establishing a liaison with an experienced professional school counselor. Specific requirements are:

1. **Professionalism and Participation.** Each intern will read and be prepared to discuss assigned readings during group meetings. Interns also will participate in discussions related to their required experiences and mutual concerns, interactively giving and receiving feedback. Issues of professionalism as well as ethical and legal practice should be prominent in these discussions. Some specifics are:
  - Provide proof of professional association membership and some degree of participation.
  - Provide proof of professional liability insurance coverage.
  - Join the ArSCA list (<http://arsca.k12.ar.us/resources.php>) and post one meaningful message.
  - Explore professional association websites (e.g., ASCA, ACA, ArSCA, ArCA) and share something useful.
  - Explore other websites relevant to school counseling and share something useful. Examples:
    - <http://missouricareereducation.org/curr/cmd/guidanceplacementG/lessons/index.php>
    - <http://www.umass.edu/schoolcounseling/>

- Make contact with ADE Specialist Suzanne Knowles ([Suzanne.Knowles@arkansas.gov](mailto:Suzanne.Knowles@arkansas.gov)) and obtain copy of Student Services Annual Report. (We will discuss this in one or more groups.)
- Shadow one or more professional school counselors at the secondary level for 10 hours.  
Write an experience summary as a reflective journal entry.
- Create a school counseling brochure.
- Complete all requirements in a timely and professional fashion.

**2. Reflective Journal and Culminating Paper.** Each intern will write a reflective journal entry related to internship experiences and submit this entry each week. Reflective journal entries will serve as one tool in preparing a culminating paper which will synthesize the internship experience in lieu of a final exam. This paper is due at the last intern group meeting and will not be returned to the intern.

- Write one reflective entry each week and submit during individual supervision (or email prior to meeting).
- Write final paper—revisit reflective journal entries and discuss your journey as an intern.

**3. Needs Assessment.** Each intern will begin site-based work with a needs assessment which will be used to guide choice of services and intern activities. The needs assessment should include input from students, faculty, and administrators.

- Administer needs assessment to a random sample of participants (students, teachers, parents) from Grades K-6.
- Analyze data and write summary report of needs.
- Write summary report of response to needs assessment and submit at end of term.

**4. Group Supervision.** Each intern will attend weekly group meetings (minimum of 1½ hours per week). Regular attendance is expected. Absences for professional responsibilities should be cleared in advance; absences that are unanticipated and unavoidable should be explained as soon as possible. Missing a group meeting is not an excuse for failing to submit assignments in a timely fashion. Use of cell phones and other electronic devices (such as pagers) is prohibited during intern group meetings.

- Participate professionally.

**5. Individual Supervision.** Each intern will attend weekly individual meetings (minimum of 1 hour per week) with the site supervisor. This supervision will parallel the intern's experiences as an secondary school counselor-in-training. Interns are expected to come to individual supervision having prepared themselves to make maximal use of the time to address their individual practice-related concerns and enhance their personal development as professional secondary school counselors. This includes bringing relevant materials to the individual supervision session. Use of cell phones and other electronic devices (such as pagers) is prohibited during individual supervision meetings.

- Time TBA. Minimum 1 hour per week.
- Participate professionally.

- 6. Internship Log and Counseling Activities.** Each intern will maintain a log of all activities related to the internship experience. Logs will be maintained in a prescribed format, will be reviewed periodically during individual supervision, and will be submitted at the last intern group meeting. Logs will not be returned after this submission; interns, therefore, should make a copy to keep for themselves.
- Log at least 300 hours including direct services, indirect services, supervision, and professional development activities (at least 120 hours must be direct services). Combined with COUN 6233, log at least 600 hours with at least 240 hours in direct services for total internship experiences.
  - Conduct at least 45 hours of individual counseling with students in Grades 7-12. Include sustained services with 4 students (2 from Grades 7-9 and 2 from Grades 10-12), ensuring diversity of age, sociocultural background, and presenting concerns.
  - Conduct at least 10 hours of direct consultation services, including at least 2 hours of leadership activities with teachers, parents, or relevant community groups.
  - Conduct at least 10 hours of small group counseling, including 2 groups with at least 5 hours per group. Expected group size: 5-8 students. One group from Grades 7-9 and one from Grades 10-12.
  - Conduct at least 10 hours of classroom guidance or other large-group activities (planned, purposeful, and targeted based on needs assessment). Include 5 hours with Grades 7-9 and 5 with Grades 10-12.
  - Submit at least 4 videotapes of “working” sessions (minimum length 15 minutes). Submit 2 tapes that are individual counseling and 2 tapes of group counseling. **Be sure** I can see and hear you clearly and can clearly hear the other party(ies); if your tape is individual counseling, I also want to be able to see the student. I won't accept tapes that fail to meet this standard for clarity and audibility.
  - Before submitting each tape, watch it and complete a self assessment in which you address strengths, weaknesses, what went well, what you would change, next steps, etc. Submit the self assessments with your tapes.
  - Choose one tape to watch and discuss with the group as a learning opportunity for all.
  - Complete and submit documentation for all activities.
    - Descriptive activity log
    - Excel time log.
    - Log summary.

### Evaluation

Interns are evaluated on their overall performance in the internship. Grades are assigned according the scale:

- A = excellent performance,
- B = acceptable performance,
- C = less than acceptable performance, and
- D = unacceptable performance.

Factors included in the evaluation are:

Professionalism  
Skills

Conceptual

Process

Personalization

Ability to receive and make use of feedback from other interns and the faculty supervisor

Successful and timely completion of assignments

Willingness and effort to promote personal and professional self-development

Required documentation

## **Policies**

### **Participation:**

Students are strongly encouraged to actively participate in class in order to increase their comprehension and learning of material. Student participation is requested in all class discussions, activities, and assignments. Participation also includes attentiveness.

### **Accommodations:**

Students who are eligible for reasonable accommodations under the Americans with Disabilities Act and/or Section 504 of the Rehabilitation Act of 1973, and amendments thereto, are encouraged to contact and register with Disability Services (Campus location: Student Union 2181 Telephone: (870) 972-3964; Fax: (870) 972-3351; Website: <http://www2.astate.edu/disability/>). Please notify the professor if you have approved accommodations.

### **Academic Misconduct:**

All students are expected to uphold the highest levels of academic integrity. Academic misconduct and scholastic dishonesty are strictly prohibited in this class. The *Student Handbook* addresses such dishonesty under the Academic Policy for Academic Misconduct. Academic misconduct includes plagiarism and all forms of cheating, such as dishonesty with the intent to be fraudulent, copying/stealing information, using unauthorized materials, etc. See the Student Handbook Academic Policy for Academic Misconduct for all examples and the possible discipline and sanctions for engaging in academic misconduct. Please contact the instructor if you have any questions regarding this policy.

### **Instructor Policies:**

As a student, you are responsible for your own learning. Therefore, it is expected that all students will arrive on time and be prepared for class, attend to information and discussion presented in class, and take notes as needed.

Students should not engage in inappropriate conversations that do not contribute to the class discussion, as it is disruptive and interferes with the learning of others.

Additionally, students are not to use cell phones or other such technology in class without prior approval. Displaying mature and learning-centered behavior is expected and greatly appreciated.

**Diversity:**

In this class, students will have the opportunity to draw upon their own experiences and cultures. It is expected that all students will respect the views of others. Different perspectives promote critical thinking skills and expand one's knowledge. Further, within the fields of helping professions it is particularly important to consider diversity in all forms to develop self-awareness and become a better practitioner.

**Flexibility Clause:**

The aforementioned requirements, assignments, policies, evaluation procedures, etc., are subject to change. Students' experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus.

## Course Schedule

<b>Week</b>	<b>Date</b>	<b>Class meeting</b>	<b>Reading/Assignments</b>
1 LCO/KB	8/26/15	Introduction to Internship; Course expectation, Class structure, necessary materials	
2 LCO	9/2/15	<b>Review findings of professional organizations</b>	<b>Memorandums of agreement; liability insurance etc.; journal entry</b>
3 KB	9/9/15	Check-in; discuss progress	<b>Journal entry</b>
4 LCO	9/16/15	<b>Presenter:</b> _____ — <b>Presenter:</b> _____ —	<b>Journal entry</b>
5 LCO	9/23/15	<b>Presenter:</b> _____ — <b>Presenter:</b> _____ — <b>Presenter:</b> _____ —	<b>Journal entry</b>
6 LCO/KB	9/30/15	<b>Presenter:</b> _____ — <b>Presenter:</b> _____ — <b>Presenter:</b> _____ —	<b>Journal entry</b>
7 KB	10/7/15	<b>Presenter:</b> _____ — <b>Presenter:</b> _____ — <b>Presenter:</b> _____ —	<b>Journal entry; turn in midterm tapes and self-assessment</b>
8 LCO	10/14/15	Check-in; discuss progress	<b>Mid-Term Evaluation (Individual/Triadic Supervision Mtg.); Journal entry</b>
9 KB	10/21/15	Check-in; discuss progress	<b>Journal entry</b>
10 LCO	10/28/15	<b>Presenter:</b> _____ — <b>Presenter:</b> _____ — <b>Presenter:</b> _____ —	<b>Journal entry</b>
11 KB	11/4/15	<b>Presenter:</b> _____ — <b>Presenter:</b> _____ — <b>Presenter:</b> _____ —	<b>Journal entry</b>

		—	
12 LCO	11/11/1 5	<b>Presenter:</b> _____ — <b>Presenter:</b> _____ —	<b>Journal entry</b>
13 KB	11/18/1 5	<b>Presenter:</b> _____ — <b>Presenter:</b> _____ — <b>Presenter:</b> _____ —	<b>Journal entry; turn in final tapes and self-assessment</b>
14	11/25/1 5	<b>Thanksgiving Break</b>	
15 LCO	12/2/15	Check-in; discuss progress	<b>Final Evaluation (Individual/Triadic Supervision Mtg.); Journal entry</b>
16 LCO & KB	12/9/15	<b>Wrap-up</b>	<b>Remaining Paper Work and Documentation; Culminating Paper</b>

**Arkansas State University  
College of Education and Behavioral Science  
Department of Psychology and Counseling  
COUN 6113 – Theories and Techniques of Counseling**

Instructor: Dr. Asher Pimpleton-Gray  
Office: ED 324  
Phone: 870-972-3064  
Office Hours: Posted and by appointment

**COURSE DESCRIPTION:** COUN 6113 Theories and Techniques in Helping Relationships An examination of contemporary and alternative counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Models of counseling are consistent with current professional research and practice so to allow students to develop a personal model of counseling. Prerequisite: The student must be admitted into an appropriate graduate psychology or counseling program. Permission of the instructor required.

**I.PRIMARY TEXT**

Gerald Corey (2013) *Theory and Practice of Counseling and Psychotherapy, 9<sup>th</sup> Ed.*

**II.PURPOSE OF THE COURSE**

The purpose of this course is to familiarize the student with the theory and practice of counseling and psychotherapy. This class will provide an overview of various theories of counseling that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling. Both didactic and experiential instruction will be utilized.

**Course Goals and Objective:**

Knowledge/Skills

Upon completion of this course, students will have a better understanding of the following:

- A. Counselor characteristics and behaviors that influence helping processes. **(II.5.b.)**
- B. Various counseling theories, and theoretical orientations, that provide the student with models to conceptualize client problems and help the student make effective clinical decisions during the counseling process. **(II.1.a.; II.1.j.; II.5.d.; CMHC.A.5.)**
- C. The student's own belief systems as they relate to human nature, motivation, and development. **(II.5.a.)**
- D. Methods, processes, and techniques associated with major theories and theoretical orientations. **(II.5.c.; II.5.f.; II.5.e.; CMHC.A.5.)**
- E. Ethical considerations in clinical work. **(II.1.j.; II.5.g.)**

### **Knowledge and Skill Outcomes:**

#### CACREP Standards, Section II

G.1 PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE- studies that provide an understanding of all of the following aspects of professional functioning:

- a. history and philosophy of the counseling profession
- j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling

G.5 HELPING RELATIONSHIPS- studies that provide an understanding of the counseling process in a multicultural society, including all of the following:

- a. an orientation to wellness and prevention as desired counseling goals
- b. counselor characteristics and behaviors that influence helping processes
- c. essential interviewing and counseling skills
- d. counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling.
- e. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions
- f. a general framework for understanding and practicing consultation
- g. crisis intervention and suicide prevention models, including the use of psychological first aid strategies

#### CACREP Clinical/Community Mental Health Program Standards Foundation

##### A. Knowledge

- 5. Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision

### **III. COURSE REQUIREMENTS AND EVALUATION PROCEDURES**

#### A. Course Requirements:

1. Each student will be required to complete all reading assignments, attend all lectures, and successfully complete examinations. **(II.1.a.; II.1.j.; II.5.a.; II.5.b.; II.5.c.; II.5.d.; II.5.e.; II.5.f.; II.5.g.; CMHC.A.5.)**
2. Each student will be expected to take three tests during the semester covering material from lecture and readings as assigned. **(II.1.a.; II.1.j.; II.5.a.; II.5.b.; II.5.c.; II.5.d.; CMHC.A.5.)**
3. Each student will develop a term paper entitled, "My Theory of Counseling". The paper will consist of four areas of exploration: 1) a general

description of the student's personal beliefs about the nature of humanity and an introduction to his/her approach to counseling; 2) an overview of the theory, or theories, which have influenced the student's thinking; 3) a description of the student's personal approach to counseling in the setting of their choice; and 4) a summary that will bring together key points of the entire paper. The paper should be between 8 and 12 pages and will include a cover sheet and reference page (as needed). This is a professional work and expected to be of the highest quality. APA format will be used throughout. Grades will be determined by validity and congruence of concept, grammar, and adherence to APA formatting. **(II.5.a.; II.5.b.; II.5.d.; CMHC.A.5)**

4. Each student will be expected to participate in class discussions and be able to respond to questions presented by the professor.

#### B. Student Evaluation:

Grades will be based upon:

1. Three tests worth 100 points each.
2. A theories paper worth 100 points.
3. Participation worth 10 points.

Grading scale:

A = 100-90% B = 89-80% C = 79-70% F = Below 69%

#### **IV. TENTATIVE COURSE OUTLINE/SCHEDULE**

- Module 1 Introduction to theories and theoretical orientations
- Module 2 Common factors in counseling application including common characteristics of effective counselors.
- Module 3 Psychodynamic Theory
- Module 4 Humanism and Existentialism (Test One)
- Module 5 Systems theory and group applications
- Module 6 Behaviorism and Cognitive Behaviorism (Test Two)
- Module 7 Cognitive Behavioral and Post-Modernist Theories
- Module 8 Integrative Theories and Techniques

#### **V. ACCOMMODATIONS**

Students, who are eligible for reasonable accommodations under the Americans with Disabilities Act and/or Section 504 of the Rehabilitation Act of 1973, and amendments thereto, are encouraged to contact the instructor as soon as possible. Before accommodations can be made, students must register with Disability Services (Campus location: Student Union; Telephone: 870-972-3964; Website: <http://disability.astate.edu>).

**VII Academic Misconduct:**

All students are expected to uphold the highest levels of academic integrity. Academic misconduct and scholastic dishonesty are strictly prohibited in this class. The *Student Handbook* addresses such dishonesty under the Academic Policy for Academic Misconduct. Academic misconduct includes plagiarism and all forms of cheating, such as dishonesty with the intent to be fraudulent, copying/stealing information, using unauthorized materials, etc. See the Student Handbook Academic Policy for Academic Misconduct for all examples and the possible discipline and sanctions for engaging in academic misconduct. Please contact the instructor if you have any questions regarding this policy.

**IX. Flexibility Clause:**

The aforementioned requirements, assignments, policies, evaluation procedures, etc., are subject to change. Students' experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus.

**Arkansas State University  
College of Education & Behavioral Science  
Department of Psychology & Counseling**

**PSY 6543-002: Psychosocial Aspects of Development (CRN: 63867)**

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Instructor: Kasie Lee, PhD, LPC(TX), LMHC(NY), NCC, Registered Play  
Therapist  
Office: EDUC 323  
Email: kalee@astate.edu (*best way to reach me*)  
Office Phone: (870) 680-2106  
Office Hours: Wednesdays 1:30pm-3:30pm  
Thursdays 2:30pm-4:30pm  
Other times available by appointment

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**Course Catalog Description**

A study of psychological theories of development across the life span, including the influence of environmental factors upon personality, normal and abnormal behavior, and adjustment. Students are required to apply developmental concepts to the counseling profession. - 3.00 credit hours

**Course and Program Goals and Objectives**

1. Students will have knowledge of the basic theories of human development, transitions and wellness across the lifespan.
2. Students will have knowledge of case conceptualization, principles and models of assessment, and concepts of normalcy and abnormality, which lead to diagnoses and appropriate treatment from a counseling perspective.
3. Students will have a general knowledge of theories of personality development as they are related to development in the life-span, as well as the concepts and processes related to personality. Students should be able to apply these concepts to their respective counseling field of practice.
4. Students will have a general understanding of approaches and uses for clinical evaluation as they relate to life-span development and the student's respective counseling occupation.
5. Students will have an understanding of the effects of crises, disasters, and other trauma-causing events as they apply to the different times of the life-span.

6. Students will gain an understanding of how resilience can impact the effects of major events that occur at different times throughout the life-span.
7. Students will gain knowledge of basic theories and etiologies of addictions and addictive behaviors, as well as how to prevent, intervene, and treat such behaviors from a counseling perspective.
8. Students will develop skills to assist them in practice to design and implement intervention plans related to atypical growth and development, and factors of resiliency on student learning and development.
9. Students will develop knowledge of strategies for helping students identify strengths and cope with environmental and developmental problems.
10. Students will have knowledge of cognitive development as it is part of human development and how to address learning of individuals with and without disabilities/exceptional abilities at different points throughout the life-span.

### **Required Texts**

Wong, D. W., Hall, K. R., Justice, C. A., & Hernandez, L. W. (2015). *Counseling individuals through the lifespan*. Los Angeles, CA: Sage.

*\*\*Students will also be expected to read additional materials, which will be posted on Blackboard or distributed in class.*

### **Recommended Text**

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: APA.

### ***Course Requirements***

1. **Class Participation, Professionalism, & “3 Things” (25%):** Students are required to actively discuss the relevant points of assigned readings, discussion questions, and case studies. Students are responsible for making productive contributions to class, actively participating during activities. Students who do not meet expectations regarding professional responsibilities (e.g. unnecessary absences, tardiness, lack of preparation for class) will be evaluated as such.

To help facilitate in-class discussions each week, you are required to come to class with **“3 Things”** that stood out to you from the assigned readings. Your “3 Things” should include:

1. Something you learned from the reading that you didn't know before or something you emotionally reacted to. For example, What surprised you? What did you disagree with? or What did you think about in a new or different way?
2. Something you found relevant and personally meaningful to your own development. For example, What concepts apply to you and your life experience?
3. Something you want to learn more about or a question you have regarding the readings. For example, What confused you? What do you want to know more about? or What would you like explained in a different way to help you understand better?

Students are expected to engage in active discussion each week, and you will be expected to share aspects of your "3 Things" in class. These can be typed or hand-written and should be approximately 1 page. Full credit will be given to students who demonstrate active engagement and reflection on the course readings.

Students should also bring their textbook and any additional assigned readings to class each week to use for in-class activities. Throughout the semester, students will complete in-class case studies applying human development theories and concepts. Students are expected to conceptualize the cases from a counseling perspective while exploring issues related to lifespan development.

2. **Counseling Resources (10%):** Each week you will bring in one professional resource relevant to the population being discussed. The purpose of this assignment is to research, select, and compile credible resources for counselors to use in practice. Each week, students will share their resources with each other and by the end of the semester you will have a well-developed resource packet that would be appropriate for clients across various stages of development. The goal is designed to increase your counseling toolbox, in addition to differentiating resources for clients based on developmental stages. Examples of appropriate resources include: peer-reviewed articles; books, journals, and magazines; electronic resources such as websites of professional organizations, pamphlets, downloaded handouts; multimedia resources such as movies, videos, documentaries, recorded lectures; other resources such as games, counseling activities, etc. You may select resources that can be used to help counselors learn more about a specific population or those that would be appropriate to use or share with clients. If you are unsure if a resource is credible or appropriate, please consult with the instructor *prior to* class. You will be expected to share, discuss, and if appropriate, demonstrate, your resource with the class each week. You should be prepared to explain your resource, why you selected it, and how it could be used appropriately in practice.
3. **Quizzes (10%):** There will be weekly quizzes as noted on the course schedule. These quizzes will cover class readings and lecture topics. These quizzes will be multiple-choice format and will be designed to help prepare students for the types of questions that

may appear on the Counselor Preparation Comprehensive Examination (CPCE) and the National Counselor Examination (NCE).

- 4. Observation & Interviews (30%):** Over the course of the semester students will complete one observation and two interviews. Students will submit a 4-5 page paper integrating the information obtained during each observation or interview with class material. The purpose of these papers is not to reiterate exactly what was observed or said during the interaction with the individual. Rather, it is to integrate this information and reflect an understanding of the course material.
- **Child Observation (10%):** Students should observe a friend or family member's child or a child in a public setting (e.g., shopping mall, restaurant, playground, etc.). Children for this observation should be 1-12 years old. If you wish to observe in a public place, you may observe a group or a stream of individuals passing by you (in other words, do not follow a child around a public place!). Observe and record the behaviors and interactions of the children and caregivers you see. You should be as unobtrusive as possible and use a notebook to write down the activities, behaviors, and interactions that you are observing during that time. The types of observations you will be making will vary greatly depending on the age of the child you are observing, the setting the child is in, and the activities occurring within the setting. Potential behaviors to look for include language, cognition, social interactions, emotional development, motor and perceptual competence, socialization, and gender role development. Observations should last approximately 30-45 minutes. If you choose to observe a child of someone you know, the *Child Observation-Parent Permission to Observe* form should be signed by a parent prior to the observation. Please submit the signed form with your written assignment. You will be expected to share aspects of your observation, keeping the participant's identity anonymous, during class discussion on the day the assignment is due.
  - **Early or Late Adolescent Interview (10%):** Students should interview an individual in early (ages 13-18) *or* late (ages 19-25) adolescence and discuss his or her view of life. Based on your knowledge about this population, you are to design interview questions that will highlight this stage of development. For example, you may ask questions regarding family relationships, friendships, marriage and/or divorce, romance, hobbies, employment, life satisfaction, and plans for the future. Interviews should last approximately 45-60 minutes. If you choose to interview an adolescent *under* the age of 18, the *Adolescent Interview-Parent Permission to Interview* form should be signed by a parent AND the *Adolescent Interview-Adolescent Permission to Interview* form should be signed by the interviewee prior to the interview. If you choose to interview an adolescent *over* the age of 18, the *Adult Interview-Permission to Interview* form should be signed by the interviewee prior to the interview. Please submit the signed form(s) with your written assignment. You will be expected to share aspects of your observation, keeping the participant's identity anonymous, during class discussion on the day the assignment is due.

- **Early, Middle, or Late Adulthood Interview (10%):** Students should interview an individual in early, middle, *or* late adulthood and discuss his or her views of life and the social world. Based on your knowledge about this population, you are to design interview questions that will highlight this stage of development. Interviews should last approximately 45-60 minutes. The *Adult Interview-Permission to Interview* form should be signed by the interviewee prior to the interview. Please submit the signed form with your written assignment. You will be expected to share aspects of your observation, keeping the participant's identity anonymous, during class discussion on the day the assignment is due.

- 5. Developmental History Paper (25%):** Each student is required to write their own developmental history. This assignment will require an integration of developmental theories presented in class related to your own development. The purpose of this assignment is to understand the major theories of human development, identify the major changes that occur over the course of development, and to demonstrate the ability to apply knowledge of human development to one's own experiences. Details will be discussed in class and an assignment guide will be provided. ***Papers are due on the last day of class; however, students are strongly encouraged to work on this paper throughout the semester.***

### Methods of Evaluation & Grading Scale

Assignment	Weight	Due Date
Class Participation & 3 Things	25 points	Ongoing
Quizzes	10 points	Weekly as Assigned
Counseling Resources	10 points	Weekly as Assigned
Child Observation	10 points	10/14/15
Adolescent Interview	10 points	11/4/15
Adult Interview	10 points	12/2/15
Developmental History Paper	25 points	12/9/15
<b>TOTAL</b>	<b>100 points</b>	

Grading Scale: 90-100 Points = A    80-89 Points = B    70-79 Points = C    0-69 Points = F

### Class Policies

#### **Accommodations for Students with Disabilities**

If you have a documented disability and wish to discuss academic accommodations, please contact me as soon as possible. Students who require

academic adjustments in the classroom due to a disability must register with Arkansas State Disability Services. (Campus location: Student Union 2181; Telephone: (870) 972-3964; Website: <http://www2.astate.edu/disability/>)

### **Due Dates and Deadlines**

Students are responsible for submitting assignments on or before due dates as indicated. Assignments will be considered late if not received by class time on the date expected. In fairness to students who meet the deadlines, the penalty for work turned in after class on the due date will be a 10% drop in the grade for each day the assignment is late (e.g. 3 days late = 30% deduction). Students who anticipate difficulty meeting a deadline for a specific assignment should share their concerns with the instructor *prior to* the due date.

### **Academic Misconduct Policy**

All students are expected to uphold the highest levels of academic integrity. Academic misconduct and scholastic dishonesty are strictly prohibited in this class. Plagiarism (the act of taking and/or using the ideas, work, and/or writings of another person as one's own) is a serious offense against academic integrity which could result in failure for the paper or assignment, failure for the course, and/or expulsion from Arkansas State University. Cheating is an act of dishonesty with the intention of obtaining and/or using information in a fraudulent manner. For further information, including specifics about what constitutes plagiarism or cheating, see A-State's Academic Integrity Policy at <http://studentconduct.astate.edu/AcademicIntegrity.html>. The *Student Handbook* also addresses academic dishonesty under the Academic Policy for Academic Misconduct and includes examples and the possible discipline and sanctions for engaging in academic misconduct. If you are unsure about what constitutes unauthorized help on an exam or assignment, or what information requires citation and/or attribution, please ask your instructor.

### **Diversity**

In this class, students will have the opportunity to draw upon their own experiences and cultures. It is expected that all students will respect the views of others. Different perspectives promote critical thinking skills and expand one's knowledge. Further, within the fields of helping professions it is particularly important to consider diversity in all forms to develop self-awareness and become a competent practitioner.

### **Counseling Services**

Due to the level of personal reflection and introspection that this program requires, there may be times when painful psychological or emotional material is uncovered. While this is an uncomfortable part of the process, it is a critical

ingredient for both your personal and professional development as a counselor-in-training. Should you need assistance in dealing with these issues, please do not hesitate to contact **the Counseling Center at (870) 972-2318**. All students currently enrolled at Arkansas State University have access to an **unlimited number of sessions at no cost**. Initial appointments are available either through phone scheduling or during walk-in hours (Monday-Thursday: 12:00 p.m. to 3:00 p.m. or Fridays: 9 a.m. to 12:00 p.m.). **Appointments cannot be scheduled via email.**

### **Flexibility Clause**

The aforementioned requirements, assignments, policies, evaluation procedures, etc., are subject to change. Students' experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus.

### Course Schedule

*This schedule is tentative and subject to change*

Module	Topics	Readings	Assignments Due
1	Welcome! Syllabus Review Intro. to Human Development	N/A	N/A
2	Human Development through the Lifespan & Theories of Human	Wong et al Chapter 1 & 2	Quiz 1 3 Things Counseling Resource
3	MOVIE DAY	Watch <i>In the Womb</i> & <i>The Science of Babies</i>	
4	Conception & Prenatal Development & Infancy	Wong et al Chapter 3 & 4	Quiz 2 3 Things Counseling Resource
5	Toddlerhood & Preschool: Early School Age	Wong et al Chapter 5 & 6	Quiz 3 3 Things Counseling Resource
6	Middle Childhood	Wong et al Chapter 7	Quiz 4 3 Things Counseling Resource
7	INTERVIEW DAY	Conduct Child Observation	
8	Early Adolescence	Wong et al Chapter 8	Quiz 5 3 Things Counseling Resource Child Observation Reflection
9	Late Adolescence	Wong et al Chapter 9	Quiz 6 3 Things Counseling Resource

<b>10</b>	Early Adulthood	Wong et al Chapter 10	Quiz 7 3 Things Counseling Resource
<b>11</b>	INTERVIEW DAY	Conduct Adolescent Interview	
<b>12</b>	Middle Adulthood	Wong et al Chapter 11	Quiz 8 3 Things Counseling Resource Adolescent Interview
<b>13</b>	Late Adulthood	Wong et al Chapter 12	Quiz 9 3 Things Counseling Resource
<b>14</b>	Oldest-Old Elderhood	Wong et al Chapter 13	Quiz 10 3 Things Counseling Resource Adult Interview
<b>15</b>	Course Wrap-Up	N/A	Developmental History Paper

**Social and Cultural Foundations of Counseling—COUN 6003-001**

**Meeting Times**

**Meeting Day**

**Class Location**

Lacy C. Overley, Ph.D., LPC (MS), RPT  
 Office: Educ. Bldg. 325  
 E-mail: [lcrumrine@astate.edu](mailto:lcrumrine@astate.edu)  
 Phone: (870) 680-4843  
 Course Reference Number:

Arkansas State University  
 Department of Psychology and Counseling  
 Jonesboro, AR 72467  
 Office Hours: Mondays 3:00-5:00 p.m.  
 Tuesdays 1:00 p.m.-3:00 p.m.  
 Wednesdays 2:30-4:30 p.m.  
 Or by appointment.

**Program Mission Statement:**

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.

**Program Objectives:**

- a. To instill a strong professional counseling identity within our students.
- b. To create a culturally inclusive learning environment that promotes multicultural competencies in developing counselors.
- c. To prepare students to work conduct ethical and evidence-based practice to meet the needs of clients across the lifespan.
- d. To prepare students to conduct individual and group work in a variety of settings.
- e. To encourage service through leadership and advocacy.

**Course Description:**

A study of societal changes and trends, human roles, societal subgroups, social mores and interaction patterns, and differing lifestyles as they relate to the application of professional counseling assessments and techniques.

**Course Objectives and Content Areas:**

The purpose of this course is for students to gain an understanding of the cultural context of relationships, issues, and trends in a multicultural society and of the nature and needs of persons at all developmental level in multicultural contexts. The content of this course meets CACREP standards for Social and Cultural Diversity, including the following: (a) multicultural and pluralistic characteristics within and among diverse groups nationally and internationally, (b) theories and models of multicultural counseling, identity

development, and social justice and advocacy, (c) multicultural competencies, (d) impact cultural diversity characteristics has on individual worldviews, (e) .

### **Methods of Instruction:**

The course is comprised of didactic (lectures, in-class work) and experiential (exploring other cultures, learning from diverse individuals, exploring personal worldviews) learning experiences. In addition, out-of-class time must be dedicated to assignments that include self-exploration of biases and learning about other cultures through research and group work. Reading assignments, homework and projects are designed to enhance didactic and experiential learning. Course content will also be delivered via videos, case applications, class discussion, and in-class activities.

### **Assignment Due Date Policy:**

If students are absent because they are participating in extracurricular activities for which the university has given them an excused absence, they will be allowed to make up missed assignments. This will be discussed in advance to determine the day and time in which the work will be made up. Make up work will be submitted in a timely manner based on the amount of time which is missed. Outside of university excused absence there will be no make up work. All deadlines must be followed.

### **Course Evaluation & Assignments:**

<b>Criteria</b>	<b>Points</b>
Exercises/ Reflection Papers	30
Diversity Watch Journal	25
“RESPECTFUL” Interview	60
Worldview Genogram	50
Article Critique	50
Presentation of Religion	40
Group Multicultural Presentation	60
Final Exam	40
<b>Total Points Possible</b>	<b>355</b>

### **Grading Scale**

90-100%=A	80-89%=B	70-79%=C	Below 69%=F
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### **Student Performance Evaluation Criteria Procedures:**

Student performance will be evaluated through the completion and quality of course assignments using the corresponding rubrics.

### **Attendance & Participation:**

Class attendance is required. Student attendance consists of arriving to class on time and being prepared. For any classes which are missed, students are responsible for obtaining lecture notes, announcements or assignments. The Graduate Bulletin addresses class attendance. It states: "Students should attend every lecture, recitation and laboratory session of every course in which they are enrolled. Students who miss a class session should expect to make up missed work or receive a failing grade on missed work. Make-up policy is at the discretion of the instructor."

Students are strongly encouraged to actively participate in class in order to increase their comprehension and learning of material. Student participation is requested in all class discussions, activities, and assignments. Participation also includes attentiveness. This is an experiential, discussion based course and students must participate in order to grow into multicultural competent counselors and to demonstrate this growth.

**Required Text:**

Schmidt, J.J. (2006). *Social and cultural foundations of counseling and human services: Multiple influences on self-concept development*. Boston: Pearson.

**Recommended text(s), readings, and/or materials:**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington , DC: American Psychological Association.

Other readings will be provided in class.

**Descriptions & Guidelines for Assignment:**

Diversity Watch Journals (5 weekly entries assignment: 25 points- 5 points each): Throughout the semester, carry a notebook and twice weekly record your completely honest and immediate reaction to the "other", a person to whom you notice a reaction based on gender, race, class, social category (e.g., sorority membership), size, appearance, age, style, or geographic area. Do not censor your initial reaction; instead watch it bubble up and own it. The instructor will review your weekly submissions, which means you will submit your weekly entries to Dr. Overley via BlackBoard under Journals by 11:59 p.m. each Thursday.

General Questions to consider:

- What automatic thoughts/words come to you about this person?
- What is the origin of these thoughts (culture, family, media, etc)?
- How did the reaction affect your behavior toward the person in the encounter?
- Were you aware of this bias before the encounter?
- How did you feel about your reaction to the person?

Address one of these two questions in each weekly entry:

- What would it have been like to be the person receiving the reaction?
- What would it feel like to have the opposite reaction? (i.e., a possible positive reaction if you wrote about a negative one.)

**Respectful Cultural Interview (60 points):** This assignment requires the student to interview an individual from a background *with which you are unfamiliar* (e.g. *Ethnicity, differently abled, gay/lesbian, etc.*). The purpose of this assignment is to give the student the opportunity to learn about individuals from a population *he/she knows little about*. After interviewing this person, the student is to write a paper describing the interviewee that is *inclusive of EACH of the components of the RESPECTFUL framework* and *includes answers to the following questions:*

- What feelings did you experience while doing the interview (s)?
- What did you learn about the interviewee's experience within his/her culture that surprised, shocked, or interested you? Discuss.
- Did the interviewee provide examples of racism, oppression, and prejudice in their lives? Discuss.
- How do you think the interviewee's experiences within his/her culture shaped his/her worldview? Specifically address this question: *How did each of the components of the RESPECTFUL framework interact to make this client who he/she is today (e.g., How does he/she view the world, themselves, and others? How did they impact this person's choice of career?)? This is a crucial part of the paper. Be sure to address this thoroughly.*
- How did what you learned from this interview affect your personal worldview? Provide specific examples.
- How did what you learned from this interview affect you as a mental health professional? Provide specific examples.

**Worldview Genogram (50 points):** The purpose of this exercise is for the student to identify the intergenerational transmission of messages of bias in his/her own family through the construction of a worldview genogram. Through in-class sharing of these genograms, the student will recognize that such messages are transmitted within all families and become more fully aware of the presence of these messages in his/her own life. Understanding how these biases and assumptions may affect the counseling process or school psychology practice can assist the student to make changes in his/her attitudes allowing him/her to approach clients in a more appropriate and respectful manner. This exercise is based on *A Genogram with an Attitude* (Halevy, J. 1998. *A Genogram with an Attitude. Journal of Marital and Family Therapy, 24, 233-242*) and adds a reflective paper that allows students to investigate some of the origins of their worldview values, beliefs and assumptions, and also to compare their values with what is typical for various ethnic groups. **(15 % of grade)**

The purpose of this exercise is to identify the **intergenerational transmission of messages of bias in your own family and to explore one's identity and values within**

**a sociopolitical and historical context.** Students will recognize through the in class sharing of these genograms that these messages are transmitted within all families—just different messages. In addition, students will identify how issues of power, privilege and oppression are imbedded within these messages. This self knowledge will allow students to understand how their values, biases, and assumptions, as well as power, privilege and oppression, may affect the counseling process or school psychology practice. **We all have biases.** The important thing is to become aware of what they are.

**Part one:** Construct a genogram through three generations and note the person's social location (race, gender, ethnicity, SES, sexuality and Nationality). Reflect on your earliest memories and feelings associated with the issues listed below. Make notes next to the people with whom these memories are associated. Think about to what extent you agree/disagree with your parents/family regarding these messages. Be creative with the genograms and you must provide a visual aid for your in-class presentation (e.g. use color for different messages, ethnicities, or 'isms').

Trace memories involving issues of:

Race, Gender & gender roles, Class, Sexual Orientation, Age, Ethnicity, Religion/spirituality, Privilege, Oppression, and Emotional Expression.

Identify those people who were present during the episodes that you remember.

- What occurred? Who acted or spoke?
- What were your own actions? What were your feelings at the time? What are your feelings about this?
- What messages did you receive about you, or members of another group?
- Reflect on the extent to which the messages reflect issues of power, privilege, or oppression.
- Next to the corresponding person write the 'ism' or corresponding phrase.

**Part Two:** Next you are to write a **reflection paper** in which you compare and contrast these views and value systems with the relevant **ethnic** group or groups' cultural norms. In addition, reflect and comment on the following:

- How may I have benefited or been marginalized by the value systems described?
- What various aspects of your social location may be associated with systems of power privilege or oppression?
- How did your family respond to racism, sexism, discrimination?
- What specific pride or shame issues are associated with different aspects of your social location?

**Article Critique (50 points):** You will select one published article dealing with a population or multiculturally-related topic of interest. The article can be a theoretical review, a report on research, or a description of practice. However, it must be from a scholarly published source and should be a current article (within the last 10 years). The point of this assignment is to expand your knowledge base by reading more intensely on a multicultural-related topic – or about a population – that you are interested in learning

more about. For example, you might read articles related to children, youth, people with disabilities, women, men, ethnic minorities, bi-lingual, gay/lesbian, etc. Or, you might want to read more about a particular identity theory – either one covered in our text or one that is not covered. You must select something other than the references at the end of each chapter in our text. Please turn in a copy of the article with your review.

The critique should include an APA Title Page, Abstract, 2-2 1/2 pages of text, an APA Reference page listing the article critiqued. The text should include an Introduction, Summary of Article, Critique of Article, and a Conclusion paragraph. Grading Rubric is available on BlackBoard.

This assignment has been set up as a Turnitin assignment, which helps students become aware of how easy it is to plagiarize other's work. Remember that once you have submitted your work you cannot remove it.

**Presentation of Religions (40 points):** In dyads, you will be assigned a specific religion and you will develop a 10-15 minutes presentation on the assigned faith. You may use PowerPoint, but it is not required. You will share a brief overview of the history/geographical origin of the religion; overview of its main tenets; where/how it is practiced today; one or two ways in which it is “different” from other religions, and how “counseling and mental health” is typically handled within the faith.

**Multicultural Power Point Presentation (60 points):** The purpose of this assignment is for the student, as part of a group, to prepare a presentation/workshop to educate colleagues about a particular population. The purpose of the presentation is to:

- Help to dispel stereotypes about the chosen population
- Better prepare the audience to work with individuals from the chosen population
- Address the issues/problems unique to the population
- Identify the multicultural concepts relevant to this population
- Identify counseling/mental health techniques appropriate for this population
- Identify community and other resources available for working with this population

**Final (40 points):** There will be a comprehensive final. This final will compose of two parts, multiple choice and essay.

**Inclement Weather Policy:**

The university remains open for academic classes and all other services during inclement weather except in extreme circumstances determined solely by the president of the university. Regional and local news media will publicize the closing. Commuter students are encouraged to use good judgment in deciding

whether to drive to campus during inclement weather. In those cases where the decision is made not to travel to campus under this policy, it is the responsibility of the student to immediately contact each of his/her professors upon return to explain the circumstances and to determine the need to complete any missed assignments. The student is responsible for all missed assignments during inclement weather within a time frame to be determined by the instructor.

**Flexibility Clause:**

Circumstances which require alteration of this syllabus may arise. Therefore, schedule or content are subject to change at instructor's discretion. Students will be given appropriate notice of any modifications.

**Questions and Concerns:**

Please feel free to talk with me about any concerns, questions, or issues you wish to discuss pertaining to a problem of misunderstanding regarding class or an assignment. My office hours are listed on this syllabus, and if my door is open feel free to stop by. Also, I am easiest to reach by email. I will respond within a reasonable amount of time, but may not be available over the weekend.

**Cell Phones:**

Please be sure that all cell phones, pagers, etc. are turned off or placed on silent or vibrate prior to class. If you **must** carry an electronic device for employment or parenting purposes, turn it to a non-audible signaling mode, sit near the door, and leave the room completely before answering.

**Disability and Support Services:**

Students who require academic adjustments in the classroom or by way of the web due to a disability must first register with ASU Disability Services. Following registration and within the first two weeks of class, please contact me to discuss appropriate academic accommodations, technology requirements, software and hardware specifics and requirements. Appropriate arrangements can be made to ensure equal access to this course. Any student in this course who has a disability that may prevent him/her from fully participating in this course should contact Disability Services at (870) 972-3964 or visit the website located at the following address: <http://www2.astate.edu/disability/>.

**Academic Dishonesty Policy:**

***Plagiarism:***

Violations of this policy are considered as serious misconduct and may result in disciplinary action and severe penalties. Plagiarism is the act of taking and/or using the ideas, work, and/or writings of another person as one's own. Faculty members may respond to cases of plagiarism in any of the following ways:

1. Return the paper or other item for rewriting; the grade may be lowered.
2. Give a failing grade on the paper or other item—"F" if a letter grade is used or zero if a numerical grade is used.
3. Give the student who plagiarized a failing grade in the course.
4. Recommend sanctions, including disciplinary expulsion from the university. All cases should be referred to the student conduct system.

### ***Cheating:***

Cheating is an act of dishonesty with the intention of obtaining and/or using information in a fraudulent manner. Faculty members may respond to cases of cheating in any of the following ways:

1. Allow the testing to progress without interruption, informing the offending student about the offense—and award a failing grade on the test—"F" if a letter grade is used or zero if a numerical grade is used.
2. Seize the test of the offending student and give a failing grade on the paper.
3. Give the offending student a failing grade in the course.
4. Recommend sanctions, including disciplinary expulsion from the university. All cases should be referred to the student conduct system.

**Source:** Arkansas State University, Office of Student Conduct Handbook.

### **Instructor Policies:**

As a student, you are responsible for your own learning. Therefore, it is expected that all students will arrive on time and be prepared for class, attend to information and discussion presented in class, and take notes as needed.

Students should not engage in inappropriate conversations that do not contribute to the class discussion, as it is disruptive and interferes with the learning of others. Additionally, students are not to use cell phones or other such technology in class without prior approval. Displaying mature, professional and learning-centered behavior is expected and greatly appreciated.

### **Counseling Services:**

Due to the level of personal reflection and introspection that this program requires, there may be times when painful psychological or emotional material is uncovered. While this is an uncomfortable part of the process, it is a critical ingredient for both your personal and professional development as a counselor-in-training. Should you need assistance in dealing with these issues, please do not hesitate to contact *the Counseling Center at (870) 972-2318*. All students currently enrolled at Arkansas State University have access to an *unlimited number of sessions at no cost*. Initial appointments are available either through phone scheduling or during walk-in hours (Monday-Thursday: 12:00 p.m. to 3:00 p.m. or Fridays: 9 a.m. to 12:00 p.m.). Appointments cannot be scheduled via email.

### Course Outline and Calendar

Class Mtg	Date	Topics	Assignments Due
<b>WK 1</b> 1	7/3/17	Introduction and Requirements	
2	7/4/17	<b>FOURTH OF JULY- NO CLASS</b>	
3	7/5/17	Discussion of <i>Crash</i> Set up Groups	View Movie <i>Crash</i>
4	7/6/17	Society, Culture, Counseling and Human Services	Chapter 1 Exercise 1.3 & Exercise 1.4 <b>Thought Paper</b> <b>Journal 1</b> (due at end of day)
<b>WK 2</b> 5	7/10/17	Integral Psychology The Emerging Self & Social Learning	Chapter 2 Spiral Dynamics (BlackBoard) Integral Psychology (BlackBoard) Exercise 2.5
6	7/11/17	Social, Cultural, & Racial Identity	Chapter 3 <b>Proposal for Group Projects</b>
7	7/12/17	Cultural, Racial, & Ethnic Identity Models	Chapter 4; Exercise 4.2 & 4.4
8	7/13/17	Sex, Gender, and Sexual Identity	Chapter 5 Exercise 5.3 <b>Journal 2</b> (due at end of day)
<b>WK 3</b> 9	7/17/17	Discussion of <i>Southern Comfort</i>	View Movie- <i>Southern Comfort</i> <b>Article Critique</b>
10	7/18/17	Family, Culture, & Self-Concept Development	Chapter 6; Exercise 6.2 <b>Thought Paper on <i>Southern Comfort</i></b>
11	7/19/17	Social Class & Economic Consideration	Chapter 9; Exercise 9.1
12	7/20/17	Worldview Genogram Presentations	<b>Worldview</b>

			<b>Genograms</b> <b>Journal 3</b> (due at end of day)
<b>WK 4</b> 13	7/24/17	Ability, Attractiveness, Aging, & Self-Image	Chapter 7; Exercise 7.2
14	7/25/17	Discussion of Respectful Interviews	<b>Respectful Interview</b>
15	7/26/17	Spirituality, Religion, & Self Concept	Chapter 8
16	7/27/17	Group Work Day	<b>Journal 4</b> (due at end of day)
<b>WK 5</b> 17	7/31/17	Religion Presentations	<b>Presentation of Religions</b>
18	8/1/17	Considerations Counseling & Cultural Diversity Ethical and Legal Issues Research Issues and Future Considerations	In-class activity
19	8/2/17	Group Presentation of Diverse Cultural experiences	<b>Group Presentations</b> <b>Journal 5</b>
20	8/3/17	<b>Final Exam</b>	<b>Final Exam</b>

Arkansas State University  
Department of Psychology And Counseling

- I. Course:** PSY6513, Advanced Educational Psychology, CRN#60164
- II. Instructor:**  
TBA
- III. Textbook**  
Jones, C. H. (2001). *Using behavior analysis in the classroom*. Jonesboro, AR: Arkansas State University Bookstore. [required]
- IV. Purpose for the Course**  
To provide students with an understanding of the principles of learning, their application to instruction and classroom management, and their application to empirically validated methods of instruction..
- VI. Course Goals**
1. To increase students' ability to design, implement, and evaluate both instructional programs and behavior management programs.
  2. To increase students understanding of empirically validated approaches that have been proven effective with both general educational and special education populations and across demographic characteristics such as race, ethnicity, and social class.
  3. To increase students understanding of how to implement these procedures in an ethical manner.
  4. To increase students understanding of empirically validated methods of instruction.
- VII. Relation to School Psychology Program Goals**  
PSY6513 contributes to the accomplishment of the following School Psychology program objectives:
1. Data Based Decision Making and Accountability
    - e. Program graduates will be competent in using direct academic assessment procedures (e.g., CBM, DIBELS).
    - f. Program graduates will be able to conduct functional assessments of students' social and emotional functioning.
    - g. Program graduates will be able to gather relevant information on students' academic, social, and emotional functioning, and the instructional environment through observations.
    - h. Program graduates will be able to use assessment information to plan and implement services and make appropriate decisions regarding students.
    - i. Program graduates will demonstrate fluency in the problem-solving process.
    - j. Program graduates will be able to assist schools and if appropriate other agencies in using data for accountability purposes.
  2. Consultation and Collaboration & Home/School Community Collaboration
    - b. Program graduates will be able to lead, serve as a member of, or work with pre-referral/problem-solving/RTI teams to meet the needs of students at-risk for academic, social, and emotional problems.
    - e. Program graduates will be able to lead, serve as a member of, or work with multidisciplinary teams to meet the needs of students with special academic, social, and emotional needs.
    - f. Program graduates will be able to provide education and training to school personnel and parents to promote students academic, social, and emotional development.
  3. Effective Instruction and Development of Cognitive/Academic Skills
    - a. Program graduates will be knowledgeable of cognitive/academic skills of students with different abilities, disabilities, strengths, and needs and assessment and instructional strategies to use with these students.
    - b. Program graduates will be able to appropriately analyze and interpret cognitive/academic assessment data and use this information to guide instructional decisions.

- c. Program graduates will be able to properly conduct authentic assessments of student academic progress such as curriculum-based assessments and measurements and also link this data to the development of instructional interventions.
- c. Program graduates will be knowledgeable of learning theory and cognitive strategies (including student-centered learning) and their application to the development of effective interventions.
- d. Program graduates will be able to develop effective empirically-based instructional methods and academic interventions and collaborate with others to implementing and evaluating these methods and interventions.
- e. Program graduates will be able to assess the acceptability, integrity and effectiveness of cognitive/academic interventions.
- f. Program graduates will be able to assist educational agencies in designing accountability systems for academic achievement.
- g. Program graduates will possess current information and research about advances in curriculum and instruction and share this information with others to promoted instruction and student achievement.
- 6. School and Systems Organization, Policy Development, and Climate
  - a. Program graduates will be knowledgeable of general education, special education, and other educational and related services.
  - f. Program graduates will be able to assist schools and other agencies in designing, implementing, and evaluating policies and practices aimed at enhancing student learning and behavior.
- 9. Research and Program Evaluation
  - c. Program graduates will be able to use principles of measurement and psychometric standards in the selection and use of assessment techniques.
  - d. Program graduates will be knowledgeable of single-subject research designs and use these to evaluate interventions.
  - f. Program graduates will be able to engage in research and program evaluation in a legal and ethical manner.
  - g. Program graduates will be able to design, implement, and evaluate effective academic, social, and emotional intervention programs in school and home settings.
  - i. Program graduates will be able to assist schools and other agencies in understanding and using research and evaluation data.

## VIII. Course Objectives

### CHAPTER 1: BASIC CONCEPTS

Upon completion of this chapter students will demonstrate an understanding of:

1. the field of behavior analysis.
2. the concept of behavior, and the difference between respondent and operant behavior.
3. reinforcers, discriminative stimuli, and motivating operations.
4. how behavior is strengthened and how behavior is weakened
5. the operant three-term contingency.
6. functional stimulus and response classes.
7. when teachers exert control over students' behavior.

### CHAPTER 2: PRINCIPLES OF REINFORCEMENT

Upon completion of this chapter students will demonstrate an understanding of:

1. the process of conditioning, including how the timing of reinforcement affects behavior.
2. the differences between reinforcement and related concepts such as reward.
3. unconditioned and conditioned reinforcement.
4. the concept of a behavioral repertoire, and the positive approach to behavior change.
5. the concept of response induction.
6. multiple contingencies, how people make choices, and how teaching is related to student choice.
7. how extinction occurs including the conditions necessary for a response to undergo extinction.
8. the length of time required for extinction including the factors that affect how rapidly extinction occurs.
9. the phenomena that occur during extinction including extinction bursts, spontaneous recovery, and the generality of extinction procedures.

### CHAPTER 3: DISCRIMINATIVE STIMULI

Upon completion of this chapter students will demonstrate an understanding of:

1. how discriminative stimuli are conditioned.
2. discrimination, generalization, and stimulus control.
3. the role of preattention, concurrent contingencies, and attention in stimulus control.
4. how stimulus control affects learning and forgetting.
5. the difference between effective and ineffective classroom managers.
6. how the physical environment of a classroom cues student behavior.
7. how teacher behavior cues student behavior.
8. how teachers can use cueing to reduce student misbehavior.

### CHAPTER 4: USING POSITIVE REINFORCEMENT

Upon completion of this chapter students will demonstrate an understanding of:

1. how to use physical guidance, shaping, and modeling to condition new responses.
2. the use of differential reinforcement procedures to reduce misbehavior.
3. how to select classroom reinforcers.
4. how to use social reinforcers and activity reinforcers effectively.
5. how to schedule reinforcement during a behavior change program.
6. how to use self-reinforcement systems, token economies, contingency contracting, and group contingencies.
7. the advantages and disadvantages of positive reinforcement and rewards as a means of behavior control.
8. the ethical issues involved in the use of positive reinforcement and rewards.

### CHAPTER 5: USING EXTINCTION AND PUNISHMENT

Upon completion of this chapter students will demonstrate an understanding of:

1. the advantages and disadvantages of using extinction as a means of behavior control.
2. how to implement an extinction procedure effectively including when extinction is and is not an appropriate behavior reduction procedure.
3. the effect of punishment on the punished response, and how punishment functions as a motivating operation for escape and avoidance behaviors.
4. the advantages and disadvantages of punishment as a means of behavior control.
5. how to punish effectively.
6. the ethical issues involved in the use of punishment.

### CHAPTER 6: VERBAL BEHAVIOR

Upon completion of this chapter students will demonstrate an understanding of:

1. the basic verbal operants.
2. the verbal operants involved in reading and writing, and the implications for teaching students to read and write.
3. how people organize and arrange their verbal behavior through the use of autoclitics.
4. the implications of the analysis of verbal behavior for meaningful learning.
5. how to use precurent behavior, self-manding, and self-editing to teach students to regulate their own behavior.
6. the implications of an analysis of verbal behavior for the controversy over constructivist versus directed learning methods.
7. the distinction between contingency-governed and rule-governed behavior, and how rule-governed behavior occurs.
8. the difference between direct and analog reinforcement.
9. the strengths and weaknesses of contingency-governed and rule-governed behavior.
10. how to formulate classroom rules.

### CHAPTER 7: PRACTICAL CONCERNS

Upon completion of this chapter students will demonstrate an understanding of:

1. how to conduct a contingency analysis including how to describe the topography of a target response, how to conduct a task analysis, and how to measure response characteristics.
2. the baseline, intervention, and follow-up phases of an intervention.
3. the procedures for recording behavioral data including event recording, duration recording, interval recording, and permanent product recording.

4. the problems with indirect assessment methods.
5. how to analyze behavioral data including the rules for graphing behavioral data according to standard format.
6. how to set goals for an intervention.
7. the factors that influence the effectiveness of an intervention including treatment integrity, drift, and social validity.
8. what to do when an intervention is not producing the intended changes in behavior.
9. how to terminate an intervention to facilitate maintenance and generality.
10. how to conduct an intervention in an ethical manner.
11. legislation affecting special education, the categories of disabilities, and the effectiveness of various types of instructional methods in special education.

#### CHAPTER 8: PRINCIPLES OF EFFECTIVE INSTRUCTION

Upon completion of this chapter students will demonstrate an understanding of:

1. mastery learning including the assumptions underlying mastery learning programs, and the factors related to the success of mastery learning programs.
2. the general processes involved in the evaluation of an instructional program during both formative evaluation and summative evaluation.
3. behavioral objectives including the distinction between terminal objectives and enabling objectives, and the components of a behavioral objective.
4. the issues involved in selecting appropriate assessments of student achievement
5. how to organize and sequence units in a mastery learning program.
6. the standards used to evaluate students' mastery of a unit of instruction including the difference between a true master criterion and an advancement criterion.
7. how to develop evaluations of achievement in a mastery learning program.
8. how instruction should be individualized including the instructional elements that should and should not be individualized.
9. student response topographies during instruction including fluency, response construction versus response recognition, and the role of practice.
10. ways to minimize errors during instruction via shaping and prompting.

#### CHAPTER 9: METHODS OF INSTRUCTION

Upon completion of this chapter students demonstrate an understanding of:

1. how to conduct a Personalized System of Instruction (PSI) including the major elements of PSI, the role of the teacher in a PSI program, the factors related to the success of PSI, and how to deal with potential problems.
2. the effectiveness of PSI programs including academic achievement, interest in course material, and self-esteem.
3. the research base for Direct Instruction including why Direct Instruction focuses on teacher-directed methods, teaching in small groups, and choral responding by students.
4. how instructional methods used in Direct Instruction change as learning progresses including the role of the teacher, and student responding.
5. the instructional techniques used in Direct Instruction including scripted presentations, and teaching rules and definitions.
6. the effectiveness of Direct Instruction including the results of Project Follow Through.
7. the use of Classwide Peer Tutoring (CWPT) including how it differs from remedial tutoring.
8. the effectiveness of CWPT including the factors related to its success and ways to deal with potential problems.
9. cooperative group learning by describing the basic elements of successful cooperative group learning.
10. the effectiveness of cooperative group learning including how to deal with potential problems.

### IX. Course Outline

#### I. CHAPTER 1: BASIC CONCEPTS

- A. The Study of Behavior
- B. Behavior Analysis
- C. Functional Approach
- D. Behavior and Its Origins

- E. Types of Behavior
  - F. Operant Responding
  - G. Consequent Stimuli
  - H. Antecedent Conditions
  - I. Consequent Procedures
  - J. The Three-Term Contingency
  - K. Functional Classes
  - L. The Question of Control
- II. CHAPTER 2: PRINCIPLES OF REINFORCEMENT AND EXTINCTION
- A. Immediacy of Reinforcement
  - B. Reinforcement Versus Related Concepts
  - C. Unconditioned Versus Conditioned Reinforcement
  - D. Repertoires
    - 1. Positive Approach
    - 2. School Repertoires
  - E. Induction
  - F. Multiple Contingencies and the Matching Law
  - G. Reinforcer Value
    - 1. Delay of Reinforcement
    - 2. Size of the Reinforcer
    - 3. Likelihood of Reinforcement
  - H. Managing Student Choice
  - I. Extinction
    - 1. The Extinction Process
    - 2. Characteristics of Behavior Under Extinction
- III. CHAPTER 3: DISCRIMINATIVE STIMULI
- A. Types of Discriminative Stimuli
  - B. Basic Processes Affecting Discriminative Stimuli
  - C. Factors Affecting Stimulus Control
  - D. Attention to the Stimulus
    - 1. Attention and Learning
    - 2. Attention and Feedback
    - 3. Abstraction
  - E. Forgetting
  - F. Classroom Management via Stimulus Control
    - 1. Effective Classroom Managers
    - 2. Proper Physical Environment
    - 3. Teacher Behavior
    - 4. Reductive Techniques
- IV. CHAPTER 4: USING POSITIVE REINFORCEMENT
- A. Physical Guidance
  - B. Shaping
  - C. Modeling
  - D. Positive Reinforcement as a Reductive Technique
    - 1. Differential Reinforcement of Alternative Responses
    - 2. Omission Training
    - 3. Differential Reinforcement of Low Rates
  - E. Selecting Positive Reinforcers
  - F. Scheduling Reinforcement
  - G. Special Reinforcement Systems
    - 1. Self-reinforcement
    - 2. Recruiting Positive Attention
    - 3. Token Economy
    - 4. Contingency Contracting

- 5. Group Contingencies
- H. Advantages and Disadvantages of Positive Reinforcement
- I. Ethical Concerns
- V. CHAPTER 5: USING EXTINCTION AND PUNISHMENT
  - A. Using Extinction
    - 1. Advantages and Disadvantages of Extinction
    - 2. Deciding to Use Extinction
    - 3. Maximizing the Effectiveness of Extinction
  - B. Using Punishment
    - 1. Punishment and Response Strength
    - 2. Escape and Avoidance Behavior
    - 3. Advantages and Disadvantages of Punishment
    - 4. Increasing the Effectiveness of Punishment
  - C. Application of Aversives
  - D. Withdrawal of Positive Reinforcers
    - 1. Response Cost
    - 2. Timeout
  - E. Ethical Concerns
- VI. CHAPTER 6: VERBAL BEHAVIOR
  - A. Defining Verbal Behavior
  - B. Educational Implications
    - 1. Meaningful Learning
    - 2. Reading
    - 3. Writing
    - 4. Thinking
    - 5. Directed versus Constructed Learning
  - C. Rule Governed Behavior
    - 1. Rule Governance versus Contingency Governance
    - 2. Direct Reinforcement versus Analog Reinforcement
    - 3. Classroom Rules
- VII. CHAPTER 7: PRACTICAL CONCERNS
  - A. Contingency Analysis
  - B. Defining Measurable Responses
  - C. Data Collection Methods
    - 1. Direct Observation
    - 2. Permanent Product Recording
    - 3. Indirect Assessment
  - D. Data Analysis
  - E. Goal Setting
  - F. Treatment Integrity
  - G. When a Program Fails: Troubleshooting
  - H. When a Program Succeeds
    - 1. Maintenance
    - 2. Generality
  - I. Ethical Concerns
  - J. Special Education
    - 1. Exceptional Students
    - 2. Legislation Affecting Special Education
    - 3. Disabling Conditions Under IDEA
    - 4. What Works in Special Education
- VIII. CHAPTER 8: PRINCIPLES OF EFFECTIVE INSTRUCTION
  - A. Principle 1: Promote Mastery Learning
    - 1. Basic Assumptions
    - 2. Adjusting for Learning Rates

B. Principle 2: Continuous, Criterion-Referenced Assessment

1. Continuous Assessment
2. Criterion-Referenced Assessment
3. Traditional Assessment Tools
4. Nontraditional Assessment

Principle 3: Unitizing of Instruction

1. Sequencing Instruction
2. Determining Unit Mastery
3. Demands Upon Evaluation

Principle 4: Individualization of Instruction

1. What to Individualize
2. What Not to Individualize
3. Selecting and Adjusting Instructional Methods

Principle 5: Create Active Responding By Students

Principle 6: Minimizing Errors During Learning

IX. Chapter 9: Methods of Instruction

- A. Personalized System of Instruction
- B. Direct Instruction
- C. Classwide Peer Tutoring
- D. Cooperative Learning

X. Methods of Instruction

1. Lecture/Discussion
2. Cooperative group activities
3. Independent practice activities on Blackboard

XI. Course Assessment and Performance Measures

1. Methods of Student Evaluation

***Quizzes and Examinations***

Students will be required to take nine in-class quizzes, a midterm examination, and a comprehensive final examination. All tests will be multiple-choice. Tests must be taken in #2 pencil. Students are required to provide their own pencils.

**Pre-tests**

**Students will be required to take two open-book pretests in cooperative learning groups assigned by the professor. Each group will submit a single answer sheet for scoring.**

2. Grades
 

Quizzes	45%
Pre-tests	5%
Midterm	20%
Final Exam	30%

The independent activities on Blackboard are ungraded.

3. Grading Scale

Letter grades will be assigned on the following scale:

90-100 = A    80-89 = B    70-79 = C    60-69 = D    0-59 = F

Grades are calculated to the nearest tenth and are not rounded up. An 89.9 is a B.

4. Make-up Tests

**Quizzes and the midterm. Students who miss a quiz or the midterm may arrange to make it up. Full credit make-ups will be given only if students miss the test for a reason totally beyond their control (e.g., medical problems, jury duty). The professor reserves the right to require written documentation of excuses. Grades on all other make-ups will be reduced by 10%. All make-ups must be completed by 5 p.m. on Study Day.**

Pre-tests. Pre-tests cannot be made up. Students who miss an pre-test for reasons beyond their control can be assigned an NC grade which will not affect their course grade.

Final examination. The final exam is covered by ASU policy. Students are expected to take finals at the time listed in the official final exam schedule. Students may never take a final early and can take a final late only for emergencies or other compelling circumstances over which the student has no control.

Approval by the dean of the College of Education is required to take a final late.

5. **Extra Credit**

Students are expected to demonstrate mastery of course objectives through the evaluation procedures described above. Extra credit will not be given for the sole purpose of allowing students to raise their grades. On rare occasions the professor will make small amounts of extra credit available on a quid pro quo basis (e.g., in return for participating in a research project). Such opportunities for extra credit, if they occur, will be made available to the entire class. Requests for extra credit opportunities by Individual students will not be granted.

**XII. Blackboard Accounts**

The professor maintains a Blackboard site for this course. Students are automatically enrolled in this site and will need to access it to:

1. Obtain a personal copy of a syllabus
2. Use the Practice Module for each chapter.
3. Take an ungraded practice multiple-choice quiz for each chapter.
4. Obtain optional materials on how to improve their study skills.

**XIII. Procedures to Accommodate Students with Disabilities**

Students seeking modifications under Section 504 or the ADA must inform the instructor of requested modifications as soon as possible. Delay may result in an inability to make modifications in a timely fashion. When requesting modifications students must show an ID card verifying that their disability has been documented by the Office of Disability Services. Students who have not documented their disability should contact the Office of Disability Services in Room 2181 of the Student Union (870-972-3964).

Aspects of the course will be modified as appropriate under the law. Appropriate means that the modification must be related to the disability, and must be required to allow the student to demonstrate mastery of the course material. Modifications that are not related to the disability or that evade course requirements are not appropriate under the law.

**XIV. Diversity**

The current school population is the most diverse in history and this diversity will increase for the foreseeable future. The approaches taught in this course are, therefore, those that have been empirically established to be effective with both general education and special education students across a wide variety of demographic variables. Nevertheless, each student is a unique individual, so that appropriate ways to modify these approaches to individual students are also taught.

**XV. Additional Course Policies**

**Academic Honesty**

Students are expected to follow all the provisions of the Academic Integrity Policy in the Student Handbook. With regard to Section B4 of this policy, students are not authorized to record or to disseminate in any fashion the contents of the quizzes and examinations given in this course, and all copies of the of the quizzes and examinations must be returned to the professor as a student has completed a test. Any use of unauthorized materials by a student is also a violation of the Academic Integrity Policy.

**Notification of Grades**

Due to the Federal Educational Rights and Privacy Act no information regarding grades will be provided by telephone or email.

**Flexibility Clause: Conditions for Change**

Occasionally events will occur during the course of a semester that require modifications of the syllabus. The professor reserves the right to make such changes when he believes they are necessary. Any modifications that are made will apply to the entire class. No modifications in the syllabus will be made for an individual student.

**Contact Information**

Students who email the professor should either use their official ASU email account or include the course name in the subject line. Email with unusual user names or without a subject line may not pass various spam filters and, thus, have a high probability of being deleted without being read. Students trying to contact the professor by phone should keep calling. The professor does not play phone tag.

**Electronic Devices**

Use of laptop computers in class is prohibited unless such use constitutes a necessary modification under the disability policy.

Students who need to have their cell phones turned on so that they can be contacted by a school, babysitter, or other caregiver should leave their cell phones turned on (set to vibrate if possible). Other students should turn their cell phones off. Any use of cell phones during pretests and examinations is prohibited without permission of the instructor. The instructor reserves the right to answer when a student's cell phone rings.

Students are not allowed to wear headphones, ear buds, or similar devices in class unless such use constitutes a necessary modification under the disability policy.

**Inclement Weather**

Unless ASU is officially closed, students can expect class to be held regardless of the weather. If Jonesboro schools are closed due to bad weather on the day of a quiz or the midterm examination, the professor will automatically reschedule that test for the first available class day that Jonesboro schools are no longer closed due to the weather. Note that this means that more than one test might be given on the same night. Students who live outside the immediate Jonesboro area may make up tests for full credit if schools in their area are closed due to inclement on the day of the test. This policy does not apply to the final exam. If necessary, consult the Academic Calendar for the day for inclement weather make ups.

## **PSY 6613 Professional Consultation**

**Instructor:** TBA

**Required Text:** Dougherty, A.M. (2009) Psychological Consultation & Collaboration in School and Community Settings. Brooks/Cole: Belmont, CA.

**Purpose:** This course is a study of the roles and characteristics of consultants and consultees, ethical and legal issues associated with consultation, and the evaluation of consultation practices. The course will include practical experiences for consultation skill acquisition and development.

### Objectives:

- 1) Students will develop an understanding of consultation theory, history, trends and terminology.
- 2) Students will develop and understanding of the stages of consultation.
- 3) Students will review the various models of consultation primarily as they apply to mental health counseling.
- 4) Students will develop skills in developing, implementing and evaluating consultation projects for profit and for professional development.

### Course Requirements:

1. There will be two examinations; a midterm and final. Both exams are comprehensive. Test items may include multiple choice, short answer, and/or long essay type questions. Each test is worth 100 points toward the final grade.
2. Students will develop a major consultation project for a community agency or educational setting. The project will include a needs assessment, a proposal, and evaluation. Students will be expected to market and implement their proposal during the semester. This might include, but is not limited to, presentations in undergraduate courses, presentations to businesses concerning interpersonal needs/development, etc., or presentations to community agencies that could be considered a part of staffings, etc. Students must ACTUALLY present their project and collect evaluation data. Due dates for various parts of the project will be discussed as needed. Write ups and evaluations will be in APA format and are worth 100 points toward your final grade.

Grades will be determined as follows:

Participation – up to 10 points

Examinations – 100 x 2 points

Consultation Project – 100 points

90%+ = A

80% = B

70% = C

60% = D

Arkansas State University  
 Department of Psychology and Counseling  
 COUN 6223, Counseling Internship—Elementary School

Instructor: TBA  
 Office Hours: by appointment

### Required Readings

American Counseling Association. (2005). *ACA Code of Ethics*. Alexandria, VA: ACA.  
<http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>

American School Counselor Association. (2004) *Ethical Standards for School Counselors*.  
 Alexandria, VA: ASCA. <http://www.schoolcounselor.org/files/ethical%20standards.pdf>

American School Counselor Association. (2005). *The ASCA National Model: A Framework for School Counseling Programs* (2<sup>nd</sup> ed.). Alexandria, VA: ASCA.

American School Counselor Association. (2004). *The ASCA National Model Workbook: A Companion Guide to Implementing a Comprehensive School Counseling Program*. Alexandria, VA: ASCA.

Other readings as assigned.

### Objectives

Counseling Internship—Elementary School is a highly-individualized course designed to provide interns with advanced practice in working with children in a comprehensive, developmental counseling and guidance program in elementary school settings. Through the central core of supervised practice, interns are met at the levels of personal development, knowledge, and skills which they bring to the experience. They are presumed to be capable of and responsible for contributing to their own and their classmates' professional growth and development. As a result of this supervised practice, interns will demonstrate:

1. Entry-level understanding of the foundations of school counseling, its contextual dimensions, and its practice including the roles, functions, and expectations of professional school counselors at the elementary level.
2. Entry-level mastery of a knowledge base, relevant to elementary school counseling, that includes human development, social and cultural foundations of counseling, helping relationships, group work, career development, assessment, research and program evaluation, and all aspects of practice as professional elementary school counselors.
3. Entry-level competence in assessment, counseling, consultation, referral, and advocacy with the groups and individuals who comprise the broad population (i.e., students, parents, staff, faculty, and administrators) of elementary schools.
4. Entry-level competence in developing, implementing, and evaluating a comprehensive school counseling and guidance program that is developmentally sound and based on identified needs of the elementary school population.
5. Professional, ethical, and legally responsible practice at the elementary school level.

### Activities

Because of the unique and individualized nature of the internship experience, course content will vary to some extent with the developmental experiences and needs of the particular group of elementary school counseling interns in a given semester. Group meetings serve as opportunities for interns to share site-based experiences and to receive feedback from other group members and the faculty supervisor. This time also is used to prepare interns to make effective use of school counseling outcomes research in their site-based practice as professional school counselors. Individual supervision time is used to address specific and unique needs of each intern.

In order to accomplish the objectives for the internship, interns are expected to participate actively in group meetings, the full array of school counseling and guidance activities typically expected of

professional school counselors in elementary school settings, individual supervision sessions with the assigned faculty supervisor, and a variety of professional development activities including reading relevant professional materials. Interns will function within an approved site and will find some of their activities facilitated by establishing a liaison with an experienced professional school counselor. Specific requirements are:

- 1. Professionalism and Participation.** Each intern will read and be prepared to discuss assigned readings during group meetings. Interns also will participate in discussions related to their required experiences and mutual concerns, interactively giving and receiving feedback. Issues of professionalism as well as ethical and legal practice should be prominent in these discussions.

Some specifics are:

- Provide proof of professional association membership and some degree of participation.
- Provide proof of professional liability insurance coverage.
- Join the ArSCA list (<http://arsca.k12.ar.us/resources.php>) and post one meaningful message.
- Sign up for TasselTime ([www.tasseltime.com](http://www.tasseltime.com)) and share something useful.
- Explore professional association websites (e.g., ASCA, ACA, ArSCA, ArCA) and share something useful.
- Explore other websites relevant to school counseling and share something useful.

Examples:

<http://missouricareereducation.org/curr/cmd/guidanceplacementG/lessons/index.php>  
<http://www.umass.edu/schoolcounseling/index.htm>

- Make contact with ADE Specialist Betty Ruth Welch ([betty.welch@arkansas.gov](mailto:betty.welch@arkansas.gov)) and obtain copy of Student Services Annual Report. (We will discuss this in one or more groups.)
- Shadow one or more professional school counselors at the elementary level for 10 hours. Write an experience summary as a reflective journal entry.
- Create a school counseling brochure.
- Decorate second-floor bulletin board (work in groups).
- Facilitate one meaningful activity with the group.
- Complete all requirements in a timely and professional fashion.

- 2. Reflective Journal and Culminating Paper.** Each intern will write a reflective journal entry related to internship experiences and submit this entry each week. Reflective journal entries will serve as one tool in preparing a culminating paper which will synthesize the internship experience in lieu of a final exam. This paper is due at the last intern group meeting and will not be returned to the intern.

- Write one reflective entry each week and submit during individual supervision
- Write final paper—revisit reflective journal entries and discuss your journey as an intern.

- 3. Needs Assessment.** Each intern will begin site-based work with a needs assessment which will be used to guide choice of services and intern activities. The needs assessment should include input from students, faculty, and administrators.

- Administer needs assessment to a random sample of participants (students, teachers, parents) from Grades K-6.

- Analyze data and write summary report of needs.
- Write summary report of response to needs assessment and submit at end of term.

**4. Group Supervision.** Each intern will attend weekly group meetings (minimum of 1½ hours per week). Regular attendance is expected. Absences for professional responsibilities should be cleared in advance; absences that are unanticipated and unavoidable should be explained as soon as possible. Missing a group meeting is not an excuse for failing to submit assignments in a timely fashion. Use of cell phones is prohibited during intern group meetings.

Tuesday, 6:00-7:30 p.m., Room 133.

Participate professionally.

**5. Individual Supervision.** Each intern will attend weekly individual meetings (minimum of 1 hour per week) with the faculty supervisor. This supervision will parallel the intern's experiences as an elementary school counselor-in-training. Interns are expected to come to individual supervision having prepared themselves to make maximal use of the time to address their individual practice-related concerns and enhance their personal development as professional elementary school counselors. This includes bringing relevant materials to the individual supervision session. Use of cell phones is prohibited during individual supervision meetings.

Time TBA. Minimum 1 hour per week.

Participate professionally.

**6. Site Visit.** Each intern will schedule at least one visit by the faculty supervisor to the internship site. During this visit, the intern will be prepared to conduct at least one individual counseling session, at least one small group counseling activity, and at least one classroom group activity to be observed by the faculty supervisor. The intern may need to make arrangements with her/his administrator for adjustments in the intern's typical schedule in order to accommodate the conduct of these activities. The intern also should arrange for the administrator (and any site supervisor) to meet with the faculty supervisor during the on-site visit.

Time TBA; may need to make adjustments in typical work schedule to accommodate.

Include individual counseling, small group counseling, classroom group, and visit with site supervisor/administrator.

**7. Internship Log and Counseling Activities.** Each intern will maintain a log of all activities related to the internship experience. Logs will be maintained in a prescribed format, will be reviewed periodically during individual supervision, and will be submitted at the last intern group meeting. Logs will not be returned after this submission; interns, therefore, should make a copy to keep for themselves.

Log at least 300 hours including direct services, indirect services, supervision, and professional development activities (at least 120 hours must be direct services). Combined with COUN 6233, log at least 600 hours with at least 240 hours in direct services for total internship experiences.

Conduct at least 45 hours of individual counseling with students in Grades K-6. Include sustained services with 4 students (2 from Grades K-3 and 2 from Grades 4-6), ensuring diversity of age, sociocultural background, and presenting concerns.

Conduct at least 10 hours of direct consultation services, including at least 2 hours of leadership activities with teachers, parents, or relevant community groups.

- Conduct at least 10 hours of small group counseling, including 2 groups with at least 5 hours per group. Expected group size: 5-8 students. One group from Grades K-3 and one from Grades 4-6.
- Conduct at least 10 hours of classroom guidance or other large-group activities (planned, purposeful, and targeted based on needs assessment). Include 5 hours with Grades K-3 and 5 with Grades 4-6.
- Submit at least 4 videotapes of “working” sessions (minimum length 15 minutes). Submit 2 tapes that are individual counseling and 2 tapes of group counseling. **Be sure** I can see and hear you clearly and can clearly hear the other party(ies); if your tape is individual counseling, I also want to be able to see the student. I won't accept tapes that fail to meet this standard for clarity and audibility.
- Before submitting each tape, watch it and complete a self assessment in which you address strengths, weaknesses, what went well, what you would change, next steps, etc. using the form I will provide. Submit the self assessments with your tapes.
- Tapes are due September 21, October 12, November 2, and November 30.
- Choose one tape to watch and discuss with the group as a learning opportunity for all.
- Complete and submit documentation for all activities.
  - Descriptive activity log
  - Excel time log.
  - Log summary.

### Evaluation

Interns are evaluated on their overall performance in the internship. Grades are assigned according to the scale:

- A = excellent performance,
- B = acceptable performance,
- C = less than acceptable performance, and
- D = unacceptable performance.

Factors included in the evaluation are:

Professionalism

Skills

    Conceptual

    Process

    Personalization

Ability to receive and make use of feedback from other interns and the faculty supervisor

Successful and timely completion of assignments

Willingness and effort to promote personal and professional self-development

Required documentation



APPENDIX B

College of Education							
Degree Plan: Master of Science in Education							
School Counseling							
Year One		Prerequisite	Credits	Year One		Prerequisite	Credits
SEM 1 POT 1				SEM 2 POT 1			
COUN 6013	Intro to School Counseling		3	COUN 6073	Program Development, Implementation, and Evaluation of School Counseling		3
COUN 6033	Social and Cultural Foundations of Counseling		3	COUN 6113	Theories and Techniques in Counseling		3
SEM 1 POT 2				SEM 2 POT 2			
ELFN 6773	Intro to Stats and Research		3	COUN 6123	Group Counseling		3
COUN 6043	Career Development and Services		3	Elective	Counseling/Psychology Elective		3
			12				12
			12				24
Year Two		Prerequisite	Credits	Year Two		Prerequisite	Credits
SEM 1 POT 1				SEM 2 POT 1			
PSY 6513	Advanced Educational Psychology		3	PSY 6573	Psychological Testing		3
COUN 6203	Counseling Pre-practicum		3	COUN 6223	Counseling Internship – Elementary School		3
SEM 1 POT 2				SEM 2 POT 2			
PSY 6543	Psycho-Social Aspects of Development		3	PSY 6613	Professional Consultation		3
COUN 6213	Counseling Practicum		3	COUN 6233	Counseling Internship – Secondary School		3
			12				12
			36				
					Total Credits		48

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

## Letter of Notifications

Undergraduate Curriculum Council

Graduate Council

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.

Gwendolyn L. Neal	2/27/2018
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**Department Curriculum Committee Chair**

Rob Williams  
**COPE Chair (if applicable)**                      3/8/2018

Joan G. Henley                      2/27/2018

**Department Chair:**

Mary Jane Bradley                      3/9/2018

**Head of Unit (If applicable)**

Wayne W. Wilkinson                      2/28/2018

**College Curriculum Committee Chair**

	ENTER DATE
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**Undergraduate Curriculum Council Chair**

Mary Jane Bradley                      3/1/2018

**College Dean**

	ENTER DATE
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**Graduate Curriculum Committee Chair**

	ENTER DATE
--	------------

**General Education Committee Chair (If applicable)**

	ENTER DATE
--	------------

**Vice Chancellor for Academic Affairs**

If you require to fill out a Letter of Notification, please email [curriculum@astate.edu](mailto:curriculum@astate.edu) or contact Academic Affairs and Research at (870) 972-2030 for guidance PRIOR TO submitting these through the curricular process.

**1.Contact Person** (Name, Email Address, Phone Number)  
Joan Henley, [jhenley@astate.edu](mailto:jhenley@astate.edu), 870-972-3062

### Guide to ADHE Letter of Notifications

All documentation to be sent to ADHE must be submitted by the Office of Academic Affairs and Research (AAR), and must go through regular curriculum process. Please see the following specific curriculum forms created for changes requiring:

	Established form
LON 3 - NEW OPTION, CONCENTRATION, EMPHASIS	New_Emphasis_Concentration_or_Option_Proposal_Form
LON 5 - DELETION (Certificate, Degree, Option/Emphasis/Concentration, Organizational Unit)	Program_Emphasis_or_Minor_Deletion_Proposal_Form
LON 11 - RECONFIGURATION OF EXISTING DEGREE PROGRAMS (Consolidation or Separation of Degrees to Create New Degree)	Reconfig_Program_Proposal_Form
For all other LONs, please utilize this form. All other LONs are included in the following pages. A guide for LON selection is available below. Please select the one you require and delete the others, and submit this form through the regular curriculum process.	

	Guide to LON Selection	IMPORTANT NOTES
LON 6	Inactive/Reactivate Program	Contact AAR prior to completing this paperwork.

# Bulletin Changes

## Instructions

Please visit <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.

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- 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***)

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Please visit <https://youtu.be/yjdL2n4lZm4> for more detailed instructions.

### Page 21

Enrollment in 7000-level courses with COUN and PSY prefixes requires (1) Admission to the Ed.S. in Psychology and Counseling; (2) Unconditional admission to another university's accredited post-master degree program with a major in psychology or counseling; or (3) Admission to the Ed.S. in Educational Administration; ~~the Specialist in Community College Education Program~~, or the Ed.D. in Educational Leadership (permission must be granted).

### Page 49

~~Specialist in Community College Education (S.C.C.E)~~

### Page 68

#### DEGREES OFFERED

The College of Business offers work leading to the Master of Business Administration degree **and**, the Master of Accountancy degree, ~~and the Specialist in Community College Education degree in the field of Business Administration.~~

All general Graduate Admissions requirements listed elsewhere in the bulletin are applicable to these degree programs in addition to the specific program requirements.

### Page 80

A. Doctor of Education Degree in Educational Leadership

## ~~B. Specialist in Community College Education Degree~~

### ~~C. Specialist in Education Degree~~

- ~~1. Educational Leadership~~
- ~~2. Psychology and Counseling~~
- ~~3. Reading~~

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## **GRADUATE COURSES AND CREDIT**

Graduate students enrolled in courses numbered 5000 through 5999 must do special work in addition to that required of undergraduates in the courses numbered 4000 through 4999. Courses numbered 6000 or above are open to fully qualified graduate students only. Except for ~~the introductory courses in Community College Teaching (CCED 7003 and CCED 7013), and~~ the foundation courses in Educational Administration (EDFN 7773 and EDFN 7783), enrollment in 7000 level courses is restricted to those students who have been officially admitted to pursue the Specialist in Education ~~or the Specialist in Community College Education~~ degree and will not count toward the master's degree. Exceptions may be made for those holding an appropriate master's degree in a relevant field as accepted by the Department of Educational Leadership, Curriculum and Special Education. Enrollment in 7000-level courses with COUN and PSY prefixes requires admission to the Ed.S in Psychology and Counseling, unconditional admission to another university's accredited post-master degree program with a major in psychology or counseling, or (with permission) admission to the Ed.S in Educational Leadership, ~~the Specialist in Community College Education Program,~~ or the Ed.D in Educational Leadership. Enrollment in 8000 level courses is restricted to those who have been admitted to pursue doctoral degrees.

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## **~~Program of Study for the Specialist in Community College Education Degree~~**

### **~~PURPOSE OF THE DEGREE~~**

~~The Specialist in Community College Education Program provides a sixth-year intermediate degree to prepare teachers and administrators for the Community College. Because the enrollee in a community college tends to be somewhat different from typical college, university, or trade school students, specialized personnel are needed to ensure that the investments made by students and institutions are maximally and mutually beneficial.~~

~~The teaching-emphasis program of study will focus mainly upon the major field of specialization with adequate opportunities for breadth of preparation in the specialty area and cognate areas, and a background in research methods. Major fields of specialization are presented under degrees offered in the General Information section of the Bulletin. The administration-emphasis program of study will focus on a combination of generic higher education administration courses and specialized community college courses.~~

### **~~ADMISSION REQUIREMENTS~~**

~~Admission requirements for the Specialist in Community College Education are those required by Graduate Admissions. Admission to the Specialist level will require admission to Graduate Programs, a master's degree from an accredited institution, and a satisfactory score on the analytical writing section of the GRE.~~

### **~~ADMISSION TO THE SPECIALIST DEGREE PROGRAMS~~**

~~Applicants to the Specialist in Community College Education and the Specialist in Education degree program in Educational Leadership must hold an earned master's degree from an accredited institution. Applicants to the Specialist in Education in Psychology and Counseling must hold either an earned bachelor's or an earned master's degree from an accredited institution. Applicants must submit the following to Graduate Admissions:~~

- ~~1. A completed application for admission. Applicants are encouraged to submit the application before May 1 to be eligible for the following summer; before August 1 to be eligible to enter the following fall semester; and before December 1 to be eligible to enter the following spring semester.~~
- ~~2. A \$30 nonrefundable application fee. Checks must be made payable to Arkansas State University. If applications are received without payment, Graduate Admissions will hold all application materials and notify the applicants that no action will be taken until payment is received.~~

3. ~~One copy of official transcripts of all previous undergraduate and graduate coursework attempted to be sent directly from the institution(s) previously attended.~~
4. ~~Official report of a score, obtained within the last five years, on the Graduate Record Examination (Ed.S. in Psychology and Counseling only). The SCCE program will accept either the Graduate Record Examination or the Miller Analogies Test.~~
5. ~~Please see program sections under the College of Education and Behavioral Science portion of this Bulletin for specific requirements or online at <http://www.astate.edu/education>.~~

## **STEPS TO COMPLETING THE SPECIALIST IN COMMUNITY COLLEGE EDUCATION DEGREE**

- ~~File an application for admission and official transcripts from all colleges and universities attended.~~
- ~~Obtain an official statement of admission to graduate study.~~
- ~~Familiarize yourself with the Graduate Bulletin, its general requirements, and the specific regulations pertaining to your particular program.~~
- ~~Complete CCED 7003, The Community College, and CCED 7013, Learner-Centered Education during the first 48 hours of graduate work leading to the program. NOTE: During these courses the student will have initial contact with the community college coordinator. The courses will enable students to grasp the philosophy of the community college, and through the processes of counseling and primary experiences, make a decision concerning continuance in the program.~~
- ~~Proceed with coursework at any registration period.~~
- ~~Complete the required standardized examinations during your first enrollment period.~~
- ~~Apply for Admission to Candidacy for the degree when you have satisfied any provisions attached to your admission and have completed 42 hours of graduate work with a 3.00 grade point average. The application for admission to candidacy must be filed no later than the completion of 48 semester hours of graduate credit. Failure to gain admission to candidacy at the time that no more than 48 hours have been accumulated may result in additional enrollment and will cause a delay in your graduation. Students accumulating 48 hours of graduate credit with less than a 3.00 grade point average will be dropped from Graduate Programs.~~
- ~~Complete the coursework required for the degree~~
- ~~File an Intent to Graduate Form at the registration period when you enroll for your last graduate coursework except that a student who expects to complete the requirements for the degree during the second summer term must make application for the degree not later than the registration date for the first summer term.~~
- ~~Successfully complete the comprehensive examination at the scheduled time during your last enrollment period.~~
- ~~Complete all requirements for the degree within six years exclusive of any time spent in the armed forces of the United States.~~

## **EMPHASIS AREAS**

- ~~Agricultural Education~~
- ~~Biology~~
- ~~Chemistry~~
- ~~English~~
- ~~History~~
- ~~Music Education~~
- ~~Physical Education~~
- ~~Political Science~~
- ~~Reading~~
- ~~Sociology~~
- ~~Communication Studies and Theatre~~
- ~~Vocational-Technical Administration~~
- ~~Community College Administration~~

# **Community College Education**

## **Specialist in Community College Education**

### **University Requirements:**

See Graduate Degree Policies for additional information (p. 35)

### **Previous Master's Degree:**

Sem. Hrs.

Previous Master's Degree	-
<b>Community College Core (12 hours):</b>	<b>Sem. Hrs.</b>
CCED 7003, The Community College	3
CCED 7013, Community College Teaching	3
Community College Core Courses	6
<b>Sub-total</b>	<b>12</b>
<b>Teaching Core (9 hours):</b>	<b>Sem. Hrs.</b>
Teaching Core Courses	9
<b>Teaching Fields (9 hours):</b>	<b>Sem. Hrs.</b>
Teaching Fields Courses	9
<b>Total Required Hours:</b>	<b>30</b>

**NOTE:** See College of Education and Behavioral Science for additional information about this degree program.

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### ADMISSION TO THE SPECIALIST DEGREE PROGRAMS

Applicants to the ~~Specialist in Community College Education and the~~ Specialist in Education degree program in Educational Leadership must hold an earned master's degree from an accredited institution. Applicants to the Specialist in Education in Psychology and Counseling must hold either an earned bachelor's or an earned master's degree from an accredited institution. Applicants must submit the following to Graduate Admissions:

1. A completed application for admission. Applicants are encouraged to submit the application before May 1 to be eligible for the following summer; before August 1 to be eligible to enter the following fall semester; and before December 1 to be eligible to enter the following spring semester.
2. A \$30 nonrefundable application fee. Checks must be made payable to Arkansas State University. If applications are received without payment, Graduate Admissions will hold all application materials and notify the applicants that no action will be taken until payment is received.
3. One copy of official transcripts of all previous undergraduate and graduate coursework attempted to be sent directly from the institution(s) previously attended.
4. Official report of a score, obtained within the last five years, on the Graduate Record Examination (Ed.S. in Psychology and Counseling only).

~~The SCCT program will accept either the Graduate Record Examination or the Miller Analogies Test.~~

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**NOTE:** Enrollment in 7000-level courses with **COUN** and **PSY** prefixes requires admission to the Ed.S. in Psychology and Counseling, unconditional admission to another university's accredited post-master degree program with a major in psychology or counseling, or (with permission) admission to the Ed.S. in Educational Leadership, ~~the Specialist in Community College Education Program,~~ or the Ed.D. in Educational Leadership.

### ADMISSION TO THE SPECIALIST DEGREE PROGRAMS

Applicants to ~~the Specialist in Community College Education and~~ the Specialist in Education degree program in Educational Leadership must hold an earned master's degree from an accredited institution. Applicants to the Specialist in Education in Psychology and Counseling must hold either an earned bachelor's or an earned master's degree from an accredited institution. Applicants must submit the following to Graduate Admissions:

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### Community College Education (CCED)

**CCED 7003. The Community College** A study of the history, philosophy, nature, and functions of the community college movement

~~**CCED 7013. Learner-Centered Education** A study of the nature of the teaching-learning process including emphases on community college curriculum planning, educational technology, and evaluation procedures.~~

~~**CCED 7023. Field Study** An intensive study of a selected and approved problem in community college teaching. Prerequisite, screening into SCCT degree program.~~

~~**CCED 7033. Special Problems in Community College Education** Prerequisite, screening into SCCT degree program Curriculum and Instruction.~~

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~~Specialist in Community College Education.....88, 90~~

## LETTER OF NOTIFICATION – 6

### Inactive/Reactivate Program

1. Institution submitting request: Arkansas State University
2. Contact person/title: Dr. Joan Henley, Interim Chair ELCSE
3. Phone number/e-mail address: 870-680-8061, [jhenley@astate.edu](mailto:jhenley@astate.edu)
4. Proposed effective date (last date for new student enrollments): Fall 2017
5. Title of degree program: Specialist in Community College Education
6. CIP Code: 13.1299
7. Degree Code: 7420
8. Reason for proposed action:

  x   **Inactive status – No new students can be admitted to the program after the effective date.** (Program on inactive status for 5 years will be removed from the AHECB approved program inventory.)

Provide the following information:

- a. Reason for proposed action - placing program on inactive status.  
Enrollment in the Specialist program has dropped significantly since the implementation of the MSE in College Student Personnel Services online program which duplicates many of the courses.
- b. Number of students enrolled in program.  
Four students are currently at various stages of completion of their degree program (with two scheduled to graduate in Spring 2018).
- c. How will students in the inactive program be accommodated?  
Student currently in the program will be accommodated to complete the degree requirements for the next two years.
- d. Projected program completion date.  
August 2019
- e. Provide documentation of written notification to students currently enrolled in the program.  
Dr. Steve Bounds provided notification to all students that are currently enrolled in the program in a letter (See below)

\_\_\_\_\_ **Reactivate program** (Program on inactive status less than 5 years):

Provide the following information:

- a. Justification for program reactivation.
- b. Curriculum outline by semester including total semester credit hours required.
- c. List of new courses.
- d. New course descriptions.
- e. Program goals and objectives.
- f. Expected student learning outcomes.
- g. Program approval letter from licensure/certification entity, if required.
- h. Scheduled program review date (within 10 years of program implementation)
- i. Provide a copy of written notification to other institutions in the area of the proposed program offering.

9. Institutional curriculum committee review/approval date, if required:

10. Provide additional program information if requested by ADHE staff.

President/Chancellor Approval Date:

Board of Trustees Notification Date:

Chief Academic Officer:

Date:

Letter of Notification

TO: SCCE degree-seeking students

RE: Last date to finish the degree requirements

DATE: June 23, 2016

This is to inform you that the Specialist in Community College Education program is being discontinued due to lack of enrollment. As a current student in the program you will have until August 2019 to complete the requirements for the degree. After that date we will no longer confer the degree. Please review your program of study to ensure that you will have met all the requirements no later than August 2019. Contact your advisor or the chair of the Department of Educational Leadership, Curriculum & Special Education if you have any questions.

Respectfully,

A handwritten signature in cursive script, appearing to read "Steve Bounds".

Steve Bounds, Interim Chair  
Department of Educational Leadership, Curriculum & Special Education

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

## Bulletin / Banner Change Transmittal Form

Undergraduate Curriculum Council

Graduate Council

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.

Dr. Matt Costello	ENTER DATE
-------------------	------------

**Department Curriculum Committee Chair**

	ENTER DATE
--	------------

**COPE Chair (if applicable)**

Dr. Veena Kulkarni	3/12/2018
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**Department Chair:**

	ENTER DATE
--	------------

**Head of Unit (If applicable)**

Warren Johnson	3/28/2018
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**College Curriculum Committee Chair**

	ENTER DATE
--	------------

**Undergraduate Curriculum Council Chair**

Gina Hogue	3/29/2018
------------	-----------

**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)

Sarah Kendig, Dept. of Criminology, Sociology, and Geography, [skendig@astate.edu](mailto:skendig@astate.edu), 870-972-3165

**2.Proposed Change**

Add SOC 6423, Seminar in Race, Gender and Class as a required course for the M.A. in Sociology (it is currently listed as an elective).

**3.Effective Date**

Fall 2018

**4.Justification** – Please provide details as to why this change is necessary.

Social inequality is the core of the discipline of Sociology. Every subject area in the discipline of Sociology pertains to reviewing and analyzing the processes of stratification, especially pertaining to gender, race, and class. The proposed change

**Please note – any change to course number, course prefix, or course title should utilize the ‘Course Revision’ form.**

Form Revised: 09/05/2017

to make SOC 6423 a requirement for the M.A. will help students acquire the necessary knowledge in the discipline of Sociology and for careers in Sociology and related fields.

## Bulletin Changes

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*Please visit <https://youtu.be/yjdL2n4lZm4> for more detailed instructions.*

Page 178 in 2017-2018 Graduate Bulletin

## Sociology

### Master of Arts

University Requirements:	
See Graduate Degree Policies for additional information (p. 35)	
Program Requirements:	Sem. Hrs.
Students electing to complete an internship, with consent of the overseeing faculty member and approval of the Department Graduate Studies Committee, may take CRIM 6603, Internship, as an elective course.	
SOC 6303, Contemporary Sociological Theory	3
SOC 6343, Methods of Social Research	3
SOC 6383, Advanced Data Analysis	3
<b>SOC 6423, Seminar in Race, Gender and Class</b>	<b>3</b>
SOC Electives	<del>15-21</del> <b>12-18</b>
Advisor-approved Electives	0-6
<b>Sub-total</b>	<b>30</b>

**Please note – any change to course number, course prefix, or course title should utilize the 'Course Revision' form.**  
Form Revised: 09/05/2017

<b>Total Required Hours:</b>	<b>30</b>
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**Note: changes to the degree were approved earlier this year (2018G\_LAC05). With the change proposed above, the curriculum should read as follows:**

## Sociology

### Master of Arts

University Requirements:	
See Graduate Degree Policies for additional information (p. 35)	
Program Requirements:	Sem. Hrs.
Students electing to complete an internship, with consent of the overseeing faculty member and approval of the Department Graduate Studies Committee, may take CRIM 6603, Internship, as an elective course.	
SOC 6303, Contemporary Sociological Theory	3
SOC 6343, Methods of Social Research	3
SOC 6383, Advanced Data Analysis	3
<b>SOC 6423, Seminar in Race, Gender and Class</b>	<b>3</b>
<del>SOC Electives</del>	<del>15-21</del>
Select twelve-eighteen hours from the following: <i>Other courses require approval from the Director of the MASOC program and the Chair of the Criminology, Sociology, and Geography Department.</i> SOC 5273, World Population and Society SOC 560V, Special Problems SOC 6003, Perspectives in Death and Dying SOC 6063, Sociology of Disasters SOC 6073, Sociology of Family Violence SOC 6103, Social Change SOC 6113, Seminar in Contemporary Sociology SOC 6213, Sociology of Education SOC 6123, Aging, Law and Social Issues SOC 6203, Social Psychology SOC 6223, Urban Sociology SOC 6243, Social Theory SOC 6253, Rural Sociology SOC 6263, Terrorism as a Social Movement SOC 6273, Social Organization SOC 6353, Qualitative Methods of Social Research SOC 6413, Seminar in the Family SOC 6433, Sociology of Aging SOC 6543, Sociology of Youth Subcultures SOC 670V, Thesis ( <i>maximum of 6 hours for students selecting thesis</i> ) SOC 680V, Independent Study Any additional methods course approved by program director.	12-18
Advisor-approved Electives	0-6

**Please note - any change to course number, course prefix, or course title should utilize the 'Course Revision' form.**  
Form Revised: 09/05/2017

Sub-total	30
<b>Total Required Hours:</b>	<b>30</b>

**Please note - any change to course number, course prefix, or course title should utilize the 'Course Revision' form.**  
Form Revised: 09/05/2017