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

**New or Modified Course Proposal Form**

**[ ] Undergraduate Curriculum Council**

**[X] Graduate Council**

|  |
| --- |
| **[X]New Course, [ ]Experimental Course (1-time offering), or [ ]Modified Course (Check one box)** |

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

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| John D. Hall, Ph.D. 10/5/2022 **Department Curriculum Committee Chair** | Amanda Lambertus 10/25/2022  **COPE Chair (if applicable)** |
| Asher Pimpleton-Gray, Ph.D., LPC 10/6/2022 **Department Chair** | Mary Jane Bradley 10/25/2022  **Head of Unit (if applicable)** |
| Joanna M Grymes 10/12/2022  **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| Mary Elizabeth Spence 10/4/2022 **Office of Assessment (new courses only)** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
| Mary Jane Bradley 10/18/22 Enter date… **College Dean** | Alan Utter 11/29/2022  **Vice Chancellor for Academic Affairs** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **General Education Committee Chair (if applicable)** |  |

1. **Contact Person (Name, Email Address, Phone Number)**

Allison Paolini, apaolini@astate.edu, 3064

1. **Proposed starting term and Bulletin year for new course or modification to take effect**

Summer 2023 (2023-24 Bulletin)

**Instructions:**

*Please complete all sections unless otherwise noted. For course modifications, sections with a “Modification requested?” prompt need not be completed if the answer is “No.”*

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|  | **Current (Course Modifications Only)** | **Proposed (New or Modified)**  *(Indicate “N/A” if no modification)* |
| **Prefix** |  | **COUN** |
| **Number\*** |  | **6653** |
| **Title**  (Include a short title that’s 30 characters or fewer) |  | **Research and Assessment** |
| **Description\*\*** |  | **Assessment and various research designs, including quantitative and qualitative methodology, basic statistical terminology, needs assessment, program evaluation, and critiquing of research. Ethical and culturally responsive strategies for interpreting and reporting findings are addressed.**  Corequisite – COUN 6223 Counseling Internship |

***\**** Confirm with the Registrar’s Office that number chosen has not been used before and is available for use. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*.

\*\*Forty words or fewer (excepting prerequisites and other restrictions) as it should appear in the Bulletin.

1. **Proposed prerequisites and major restrictions** **[Modification requested? Yes/No]**

(Indicate all prerequisites. If this course is restricted to a specific major, which major. If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

1. YES Are there any prerequisites?
   1. If yes, which ones?

Corequisite – COUN 6223 Counseling Internship

* 1. Why or why not?

The assessment skills encountered in the course are utilized in the internship

1. YES Is this course restricted to a specific major?
   1. If yes, which major? MSE School Counseling
2. **Proposed course frequency [Modification requested? Yes/No]**

(e.g. Fall, Spring, Summer; if irregularly offered, please indicate, “irregular.”) *Not applicable to Graduate courses.*

Not Applicable

1. **Proposed course type [Modification requested? Yes/No]**

Will this course be lecture only, lab only, lecture and lab, activity (e.g., physical education), dissertation/thesis, capstone, independent study, internship/practicum, seminar, special topics, or studio? Please choose one.

Lecture Only

1. **Proposed grade type [Modification requested? Yes/No]**

What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

Standard Letter

1. NO Is this course dual-listed (undergraduate/graduate)?
2. 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.)*

**a.** – If yes, please list the prefix and course number of the cross-listed course.

Enter text...

**b.** – **Yes / No** Can the cross-listed course be used to satisfy the prerequisite or degree requirements this course satisfies?

Enter text...

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

a. If yes, what program?

Enter text...

1. NO Will this course be a one-to-one equivalent to a deleted course or previous version of this course (please check with the Registrar if unsure)?

a. If yes, which course?

Enter text...

**Course Details**

1. **Proposed outline** **[Modification requested? Yes/No]**

(The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

# Module 1: **Introduction to Research and Needs Assessment**

Discussion Post 1 & 2

Ethics Assignment

Needs Assessment Assignment

Module 2: **Research Methodologies, Statistical Terminology, & Explanation of Research Methods**

Discussion Post 1 & 2

Research Design Assignment

Statistical Analysis Assignment

Module 3: **Research Methodologies, Statistical Terminology, and Evidence Based Practices**

Discussion Posts 1 & 2

Lesson Plan Assignment

Case Study Assignment

Module 4: Research Methodologies, Action Research & Data Driven Practitioners

Discussion Post 1 & 2

Action Research Assignment

Best Practices Assignment

Module 5: **Research Methodology** & **Program Evaluation**

Discussion Post 1 & 2

Program Evaluation Assignment

Module 6: **Research Methodology, Evidence Based Practices & Designing Interventions Using Data**

Discussion Post 1

Individual & Group Counseling Assignment

I Love Data Assignment

# Module 7: **Research Methodology, Cultural Sensitivity and Research, & Data**

Discussion Posts1 & 2

Data Activity

Bullying Article Critique

Module 8: **Overview of Testing and Assessment, Ethical Issues and Assessment, & Interpreting Assessments**

Discussion Post 1 & 2

SAT Assignment

Case Study Assignment

Module 9: **Diagnosis in Assessment, Assessment / Diagnostic Reports, & Using Data to Drive Practice**

Discussion Post 1

Begin Working on Data Driven Practitioner Assignment

Case Study

Module 10: **Test Worthiness: Validity, Reliability, Cross-Cultural Fairness, and Practicality**

# **Statistical Concepts: Making Meaning Out of Raw Scores**

Discussion Post 1

Statistical Analysis Assignment

Module 11: **Statistical Concepts: New Scores To Interpret Test Data**

**Assessment Of Educational Ability: Survey, Battery, Diagnostic, Readiness, And Cognitive Ability Tests**

Discussion Post 1 & 2

ACT Assignment

Case Study Assignment

Module 12: **Intellectual And Cognitive Functioning: Intelligence Tests And Neuropsychological Assessment**

**Career And Occupational Assessment: Interest Inventories, Multiple Aptitude, And Special Aptitude Tests**

Discussion Post 1 & 2

Test Battery MSE Assignment

Models of Intelligence Assignment

Module 13: **Clinical Assessment: Objective And Projective Personality Tests**

Discussion Post 1 & 2

Personality Inventory Assignment

Sentence Completion & Rorschach Assignment

Module 14: **Informal Assessment: Observation, Rating Scales, Classification Methods, Environmental Assessment, Records and Personal Documents and Performance Based Assessment**

Discussion Post 1 & 2

Data Driven Practitioner Assignment

Professional Development Assignment

Module 15: **School Counselor and Assessments**

Discussion Post 1

Test Critique Presentation Assignment

1. **Proposed special features** **[Modification requested? Yes/No]**

(e.g. labs, exhibits, site visitations, etc.)

None

1. **Department staffing and classroom/lab resources**

One online instructor

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

No

1. 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.*

**Justification**

**Modification Justification (Course Modifications Only)**

1. Justification for Modification(s)

Enter text...

**New Course Justification (New Courses Only)**

1. Justification for course. Must include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

This course is designed to teach students about various research designs at both the conceptual and applied levels. Topics of emphasis include quantitative and qualitative methodology, basic statistical terminology and analyses, needs assessment and program evaluation; and critiquing of research. Ethical, social, and culturally responsive strategies for understanding, interpreting, analyzing, and reporting findings are integrated throughout the course. This course provides students with knowledge and insight regarding various standardized tests used in counseling.

Course Goals:

* Demonstrate understanding of research design and methodology
* Recognize the importance of developing and implementing needs assessments in order to engage in data driven practice and determine major needs / challenges students are facing
* Demonstrate understanding regarding the significance of completing program evaluations in order to assess for the impact of an intervention / program on student learning outcomes
* Engage in critical thinking toward research and assessment relevant to the practice of school
* Apply critical thinking through the assessment of research design, methods and findings within published research by identifying implications for culturally diverse groups
* Possess knowledge regarding statistical concepts including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
* Identify ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in school counseling
* Demonstrate ability to complete an article critique, case study, lesson plans, and statistical analysis exercise

1. How does the course fit with the mission of the department? If course is mandated by an accrediting or certifying agency, include the directive.

The mission of the department is to ensure that students possess the knowledge, competency, and preparedness to work with and ensure K-12 students are successful academically, socially / emotionally, and vocationally.

c. Student population served.

Graduate Students in the School Counseling MSE program

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

Graduate program

**Assessment**

**Assessment Plan Modifications (Course Modifications Only)**

1. **Yes / No** Do the proposed modifications result in a change to the assessment plan?

*If yes, please complete the Assessment section of the proposal*

**Relationship with Current Program-Level Assessment Process (Course modifications skip this section unless the answer to #18 is “Yes”)**

1. 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?

* Students will strongly identify as a professional school counselor. Candidates demonstrate knowledge of the history of school counseling, and the structure and organization of the American education system. Candidates understand the development trajectories of diverse learners in the school environment. (Standard 1 Foundational Knowledge)
* Candidates create and implement data-informed school counseling programs that positively impact student outcomes and promote educational equity and access. Candidates use pedagogical skills, collaborative strategies, and referral systemic to support student learning (Standard 4 Student Learning Outcomes)
* Candidates use school data and school counseling program assessments to identify areas of strength and needed improvement for program activities and interventions (Standard 5 Designing, Implementing, and Assessing Comprehensive School Programs)

1. Considering the indicated program-level learning outcome/s (from question #19), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

*For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.*

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| **Program-Level Outcome 1 (from question #19)** | **Standard 1. Foundational Knowledge.** Candidates demonstrate knowledge of the history of school counseling, and the structure and organization of the American education system. Candidates understand the development trajectories of diverse learners in the school environment.  Students will strongly identify as a professional school counselor |
| Assessment Measure | Exit Survey  Comp Exam  PRAXIS II 5421 Exam |
| Assessment  Timetable | Last semester in the program |
| Who is responsible for assessing and reporting on the results? | MSE School Counseling Faculty |

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

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| **Program-Level Outcome 4 (from question #19)** | **Standard 4. Student Learning Outcomes** Candidates create and implement data-informed school counseling programs that positively impact student outcomes and promote educational equity and access. Candidates use pedagogical skills, collaborative strategies, and referral systemic to support student learning |
| Assessment Measure | **COUN 6653 Research and Assessment**  Modules 9-14 Data Driven Practitioner Assignment |
| Assessment  Timetable | Data Driven Practitioner Assignment at the end of COUN 6653 |
| Who is responsible for assessing and reporting on the results? | MSE School Counseling Faculty |
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| **Program-Level Outcome 3 (from question #19)** | **Standard 5. Designing, Implementing, and Assessing Comprehensive School Programs** Candidates use school data and school counseling program assessments to identify areas of strength and needed improvement for program activities and interventions |
| Assessment Measure | **COUN 6653 Research and Assessment**  Modules 9-14 Data Driven Practitioner Assignment |
| Assessment  Timetable | Data Driven Practitioner Assignment at the end of COUN 6653 |
| Who is responsible for assessing and reporting on the results? | MSE School Counseling Faculty |

**Course-Level Outcomes**

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

|  |  |
| --- | --- |
| **Outcome 1** | Demonstrate understanding of research design and methodology |
| Which learning activities are responsible for this outcome? | Needs Assessment Assignment, Shield Exercise Template, Lesson Plans, Action Research Assignment, Best Practices Assignment, Program Evaluation Assignment, Individual and Group Counseling Assignment, Article Critique Assignments, Case Studies, Data Driven Practitioner Assignment, Statistical Analysis Assignment, Models of Intelligence Presentation, Test Critique Presentation Template |
| Assessment Measure | Data Driven Practitioner Assignment (Standard 4 Standard Learning Outcomes |

*(Repeat if needed for additional outcomes)*

**Bulletin Changes**

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| **Instructions** |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Please include a before (with changed areas highlighted) and after of all affected sections.**  **\*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.** |

INSERT:

COUN 6653 – Research and Assessment

Sem. Hrs: 3

Assessment and various research designs, including quantitative and qualitative methodology, basic statistical terminology, needs assessment, program evaluation, and critiquing of research. Ethical and culturally responsive strategies for interpreting and reporting findings are addressed.

Corequisite: COUN 6223.