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

**New Course Proposal Form**

**[X] Undergraduate Curriculum Council**

**[ ] Graduate Council**

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

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

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

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| Wayne W. Wilkinson 3/8/2018 **Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **COPE Chair (if applicable)** |
| Kris Biondolillo 3/9/2018 **Department Chair:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Head of Unit (If applicable)** |
| Wayne W. Wilkinson 3/30/2018 **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| Lance G. Bryant 3/30/2018 **College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
| |  |  | | --- | --- | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Enter date |   **General Education Committee Chair (If applicable)** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Vice Chancellor for Academic Affairs** |

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

**Dr. Kasie R. Lee, kalee@astate.edu, 870-972-2160**

2. Proposed Starting Term and Bulletin Year

**Fall 2018 (Bulletin Year 2018-2019)**

3. Proposed Course Prefix and Number (Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*. )

**COUN 3203**

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).

**Interpersonal Communication Skills**

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

**Experiential training in basic interpersonal helping skills necessary for effective communication in professional relationships.**

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

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

Enter text...

* 1. Why or why not?

Enter text...

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

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

Fall

8. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Lecture

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

Standard letter

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

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

*(If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross listed course.)*

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

Enter text...

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

Please explain. Enter text...

12. **Yes / No** Is this course in support of a new program? **YES**

a. If yes, what program?

**Undergraduate Certificate in Helping Professions (to be proposed in Fall 2018)**

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

a. If yes, what course?

**NO**

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

a. If yes, which course?

**NO**

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

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

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

If yes, provide confirmation of acceptance/approval of changes from the Dean, Department Head, and/or Program Director whose area this affects.

**NO**

**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 Course Topics Assignments Due**

**1 Overview of Course; Introductions; Review of Syllabus; Instructor Expectations**

**2 Helping as a Personal Journey Chapter 1** **(Young, 2016)**

**3 The Therapeutic Relationship; Subtle Skills of Therapeutic Listening Chapter 2 (Young, 2016)**

**4 Invitational Skills; Expressing Empathy and Unconditional Positive Regard Chapter 3 (Young, 2016)**

**5 Reflecting Skills: Paraphrasing Chapter 4 (Young, 2016)**

**6 Reflecting Skills: Reflecting Feelings Chapter 5 (Young, 2016)**

**7 *Complete Practice Session Transcript #1 -* Clinic rooms will be available for recording sessions during**

**normal class time**

**8 Advanced Reflecting Skills: Reflecting Meaning & Summarizing Chapter 6 (Young, 2016)**

**9 Challenging Skills Chapter 7 (Young, 2016)**

**10 Skills for Helping Someone Who is Different Chapter 12 (Young, 2016)**

**11 Complete Practice Session Transcript #2 - Clinic rooms will be available for recording sessions during**

**normal class time**

**12 Skills for Helping Someone Who is Different (cont’d) Chapter 12 (Young, 2016)**

**13 Student Presentations**

**14 *Thanksgiving Break***

**15 Student Presentations**

**16 Course Wrap-Up; Final Reflection Papers Due**

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

**NONE**

19. Department staffing and classroom/lab resources

Regular Classroom/Seminar Room and Counseling Clinic Laboratory Space

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

**NO**

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

*If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.*

**Course Justification**

21. Justification for course being included in program. Must include:

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

**Currently, the Department of Psychology and Counseling does not offer an undergraduate course on interpersonal communication skills. Students from this department often go to work in helping professions or other career where communication is vital to their success. Specifically, successful students in the course will be able to: (1) Recognize, describe, and demonstrate specific skills fundamental to helping relationships including, (a) invitational skills including empathy and positive regard; (b) reflection of content, feelings, and meaning; (c) summarization skills; and (d) challenging skills, and (2) apply course material and skills to personal and/or professional experiences.**

b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

**Arkansas State University aims to educate leaders, enhance intellectual growth, and enrich lives. The primary mission of the Department of Psychology and Counseling is to teach basic principles underlying psychology as a behavioral science and to prepare graduate-level students to become psychological-counseling professional service providers. Congruent with these global goals, the mission of the Clinical Mental Health Counseling program is to prepare students to become culturally competent counselors with a strong professional identity who lead through service and advocacy and can effectively work with diverse populations in various settings including community and social service agencies, school-based settings, in-patient facilities and private practices. This course aligns with this mission by training undergraduate students to serve as qualified paraprofessionals working alongside graduate trained counselors in the delivery of mental health care and related services to diverse populations and to advocate for the profession and for people who have mental health diagnoses.**

c. Student population served.

**Undergraduates**

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

**Currently, there is no undergraduate course on interpersonal communication skills in the Department of Psychology and Counseling. The Clinical Mental Health Counseling Program is in the process of developing an undergraduate Certificate in Helping Professions (to be proposed in Fall 2018) which will be available to undergraduate students who are interested in pursuing bachelor level employment in human services or those considering graduate level coursework in a mental health profession. This course will be offered as a requirement for the undergraduate Certificate.**

**Assessment**

**University Outcomes**

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

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| * 1. **[X]** Global Awareness | * 1. **[ ]** Thinking Critically | * 1. **[ ]** Information Literacy |

**Relationship with Current Program-Level Assessment Process**

23. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

**The Clinical Mental Health Counseling Program is in the process of developing an undergraduate Certificate in Helping Professions (to be proposed in Fall 2018), which will be available to undergraduate students who are interested in pursuing bachelor level employment in human services or those considering graduate level coursework in a mental health profession. This certificate program will have two program objectives:**

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

**This course is intended to address objective #1.**

24. Considering the indicated program-level learning outcome/s (from question #23), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

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

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| **Program-Level Outcome 1 (from question #23)** | Students will gain foundational knowledge and develop basic interpersonal communication skills appropriate for application in a variety of para-professional helping careers or entry into a graduate program in the helping professions. |
| Assessment Measure | Direct: Transcripts of Sessions Indirect: In-Class Discussions; Weekly Journals |
| Assessment  Timetable | Fall semester: Transcript of Sessions (2X- midterm and final), In-Class Discussions and Journals (weekly) |
| Who is responsible for assessing and reporting on the results? | Course Instructor |

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

**Course-Level Outcomes**

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

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| **Outcome 1** | Recognize, describe, and demonstrate specific skills fundamental to helping relationships including: (a) invitational skills including empathy and positive regard; (b) reflection of content, feelings, and meaning; (c) summarization skills; and (d) challenging skills. |
| Which learning activities are responsible for this outcome? | Students will be assigned weekly readings exploring each of the helping skills. Students will participate in practice helping sessions with peers during class. Students will receive feedback from the instructor and peer observers regarding their use of communication skills. |
| Assessment Measure | Students will conduct and record two helping sessions with a classmate (midterm and final). Students will then transcribe and discuss their use of helping skills, labeling each of their responses during the sessions as helpful or in need of improvement. |

*(Repeat if needed for additional outcomes)*

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| **Outcome 2** | Apply course material and skills to personal and/or professional experiences. |
| Which learning activities are responsible for this outcome? | Students will engage in weekly class discussion and journals entries exploring application of the course material. |
| Assessment Measure | Students will conduct an in-class presentation (at the end of the semester) demonstrating how they have integrated the course material into their personal and/or professional relationships. |

*(Repeat if needed for additional outcomes)*

**Bulletin Changes**

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| **Instructions** |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Follow the following guidelines for indicating necessary changes.**  **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.**  - Deleted courses/credit hours should be marked with a red strike-through (~~red strikethrough~~)  - New credit hours and text changes should be listed in blue using enlarged font (blue using enlarged font).  - Any new courses should be listed in blue bold italics using enlarged font (***blue bold italics using enlarged font***)  *You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the ‘format painter’ icon 🡪 , and selecting the text you would like to apply the change to.*  *Please visit* [*https://youtu.be/yjdL2n4lZm4*](https://youtu.be/yjdL2n4lZm4) *for more detailed instructions.* |

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***COUN 3203. Interpersonal Communication Skills. Experiential training in basic interpersonal helping skills necessary for effective communication in professional relationships. Fall***