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

**New Course Proposal Form**

**[ ] Undergraduate Curriculum Council**

**[x] Graduate Council**

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

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

Email completed proposals to curriculum@astate.edu for inclusion in curriculum committee agenda.

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| Wayne Wilkinson 9/30/2019**Department Curriculum Committee Chair** | Joanna Grymes 10/30/2019**COPE Chair (if applicable)** |
| Kris Biondolillo 10/1/2019**Department Chair:**  | Mary Jane Bradley 11/3/2019**Head of Unit (If applicable)**   |
| Wayne Wilkinson 10/15/2019**College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Undergraduate Curriculum Council Chair** |
| Mary Jane Bradley 10/16/2019**College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Graduate Curriculum Committee Chair** |
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| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Enter date |

**General Education Committee Chair (If applicable)**   | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Vice Chancellor for Academic Affairs** |

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

Rebekah Cole, recole@astate.edu, 619-396-8601

2. Proposed Starting Term and Bulletin Year

January 2020

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

COUN 6603

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).

Foundational Knowledge of Professional School Counseling and Professional Practice

Short Title: Foundational Knowledge

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

History and scope of the school counseling profession, including the development trajectories of diverse learners and the appropriate scope of school counseling practice in varied educational settings.

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

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

Enter text...

* 1. Why or why not?

 Enter text...

1. Yes Is this course restricted to a specific major?
	1. If yes, which major? MSE School Counseling Program

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

Not applicable

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

Lecture Only (Online Asynchronous Course)

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

Standard Letter

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

11. No Is this course cross listed?

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

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

 Enter text...

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

Please explain. Enter text...

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

a. If yes, what program?

 Enter text...

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

a. If yes, what course?

Enter text...

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

a. If yes, which course?

Enter text...

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

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

16. No Does this course affect another program?

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

Enter text...

**Course Details**

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

**Module 1: Who We Are, Where We Came From, and Where We Will Go**

As a profession, it is important to understand how our role has evolved and developed into what it is today. The American School Counselor Association (ASCA) has played an important part in that role by developing the ASCA National Model. In this module we will also discuss the distinct role of the professional school counselor in elementary, middle, and high school settings. Learning about each of these roles will be important as you prepare to choose your site for your future professional practice experience.

In this course we will dig deeper into your growing identity as a professional school counselor in order to prepare you for your upcoming work in the field. We will review the history of the school counseling program, the ASCA National Model, and will discuss how our role differs in elementary, middle, and high schools. Professional development is a key aspect of your job and you should seek out local, state, and national professional development opportunities throughout your career.

Please note that your first discussion posting is due by Wednesday at midnight of this week. We look forward to working with you this semester!

**Module Objectives:**

1. Discuss the history and evolution of the school counseling profession (Course Objective 2)
2. Discuss the American School Counselor Association (ASCA) and the ASCA National Model (Course Objectives 1 and 2)
3. Discuss transformational thinking in current-day schools (Course Objective 6)
4. Discuss the nature of professional school counseling in elementary, middle, and high school settings. (Course Objectives 1-12)

**Module 2: Data, Assessment, and Outcome Research**

It is crucial for professional school counselors to collect and analyze data to show that what they are doing makes a difference in the lives of their students and in the school as a whole. In this module we will take a close look at what data-driven school counseling consists of and how accountability plays a key role in our work in schools. In addition, this week you will learn how to develop a needs assessment that will drive your classroom guidance curriculum as well.

This module is all about data- why it is important and how you will use it as a part of your comprehensive school counseling program. In addition, we will talk about needs assessments and how they will drive your work with students and school as a whole. We understand that the topic of data can be intimidating to some, but stick with us this week and I think you will come to appreciate how useful it will be to you in your future work with students.

**Module Objectives:**

1. Discuss the nature of data-driven school counseling (Course Objectives 11 and 12)
2. Discuss the role of accountability in the school counselor’s work (Course Objectives 11 and 12)
3. Discuss outcome research on evidenced-based school counseling programs (Course Objectives 11 and 12)

**Module 3: Culturally Competent and Ethically Sound School Counseling in the Classroom and Beyond**

As professional school counselors, cultural and ethical competence are essential foundations in our work with students. In this module we will tackle common ethical and legal issues that school counselors encounter. We will also talk about the need for school counselors to possess the knowledge, skills, and awareness to work with students from all cultural backgrounds.

**Module Objectives:**

1. Discuss prominent ethical, legal, and professional issues in school counseling (Course Objective 2)
2. Discuss the nature of culturally competent school counseling (Course Objective 9)
3. Discuss best practices and approaches to classroom guidance (Course Objective 3)

**Module 4- Leadership, Advocacy, Collaboration, and Effective Classroom Guidance**

Professional school counselors serve as leaders and advocate for their students’ academic success, especially students who are facing challenges in the classroom for a variety of reasons. Another aspect of the school counselor’s role is developing and successfully implementing a school counseling curriculum in the classroom. This role involves and understanding of students’ developmental levels and active collaboration with others. Please take a close look at the developmental theories you will read about in this Module as you will see them again on the Praxis II exam.

**Module Objectives:**

1. Discuss the school counselor’s role as a leader, advocate, and collaborator (Course Objective 2, 6, 7, 8, and 10)
2. Discuss best practices for implementing a developmental school counseling curriculum in the classroom (Course Objective 3)

**Module 5 – Career Planning for School and Beyond**

Professional school counselors work closely with students to educate them about their career options and to help them prepare for life after high school. Groups of students may have unique needs when it comes to their post-secondary transition, so it’s important for school counselors to be aware of these needs and to be strategic in helping students to overcome potential challenges that they may face.

**Module Objectives:**

1. Discuss academic K-12 development and planning for college and career readiness (Course Objectives 7 and 8)
2. Discuss ways to promote career and individual planning with students (Course Objectives 7 and 8)

**Module 6- Individual and Group Counseling and Building School-Family Partnerships**

This week we will discuss how to best approach individual and group counseling in the school setting. In addition, we will talk about the importance of school-family-community partnerships and the key role that these partnerships play in students’ academic success. Finally, we will explore the complex challenges that students may face and strategic ways to counsel students experiencing these challenges.

Research has shown that the more connections you can make with a student’s family and members of your community, the better your students will do in school. As school counselors we must reach out to family members, especially those who have not previously been involved in their child’s education. In addition, it is important for us to access the resources that community members have that will benefit our students and their families. We look forward to hearing your ideas for forming such partnerships in our discussions this week.

**Module Objectives:**

1. Discuss best practices of counseling students individually and in groups (Course Objective 2)
2. Discuss ways to build school-family-community partnerships (Course Objective 6)
3. Discuss approaches for counseling students facing complex challenges (Course Objective 4)

**Module 7- Helping Students with Disabilities, Mental, and Emotional Disorders**

Professional school counselors play key leadership and collaborative roles in helping students with disabilities, mental, and emotional disorders. It is important for us to be aware of the challenges that these students might face so that we can advocate for them, serve as a resource for them and their families, and work to best meet their needs in the school setting.

This week we will focus on how school counselors can help students with diverse needs. As a professional school counselor, you are uniquely equipped with the knowledge, skills, and awareness to be an essential resource to all students and their families in your school. This course wraps up with an assignment where you will demonstrate your knowledge about helping student with mental and emotional disorders.

**Module Objectives:**

1. Discuss ways in which the school counselor can effectively help students with disabilities (Course Objectives 4 and 9)
2. Discuss ways in which the school counselor can effectively help students with mental and emotional disorders (Course Objectives 4 and 9)

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

None

19. Department staffing and classroom/lab resources

None

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

No

20. No Does this course require course fees?

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

**Course Justification**

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

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

 This course will result in the following student learning outcomes, as specified by the American School Counselor Association: 1. ASCA 1.1 Describe the organizational structure, governance, and evolution of the American education system as well as cultural, political, and social influences on current educational practices and on individual and collective learning environments. ASCA 1.2 Describe the evolution of the school counseling profession, the basis for a comprehensive school counseling program, and the school counselor’s role in supporting growth and learning for all students. ASCA 1.3 Describe aspects of human development, such as cognitive, language, social/emotional, and physical development, as well as the impact of environmental stressors and societal inequities on learning and life outcomes. ASCA 6.1 Explain appropriate scope of practice for school counselors defined as the overall delivery of the comprehensive school counseling program, providing education, prevention, intervention, and referral services to students and their families. ASCA 6.2 Demonstrate leadership, advocacy and collaboration for the promotion of student learning and achievement, the school counseling program, and the profession. ASCA 6.3 Engage in local, state and national professional growth and development opportunities and demonstrate an emerging professional identity as a school counselor.

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

 The Department of Psychology and Counseling is committed to serving the university, the profession, and the public by contributing to excellence in education, high professional standards for service delivery, and consumer advocacy. This course is a challenging introduction to the school counseling profession and lays a foundation for the students’ future study and her/his professional identity development. The course covers the standards outlined by the American School Counselor Association, which is the MSE School Counseling Program’s SPA for CAEP.

1. Student population served.

Graduate MSE School Counseling Students

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

This graduate course will prepare students for school counseling licensure in the state of Arkansas. The state of Arkansas requires school counselors to have degrees at the master’s level.

**Assessment**

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

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

This introductory school counseling course, which covers the history and scope of the school counseling profession, will significantly contribute to the following program outcome: 1. Students will strongly identify as a professional school counselor.

1. ASCA 1.1 Describe the organizational structure, governance, and evolution of the American education system as well as cultural, political, and social influences on current educational practices and on individual and collective learning environments.
2. ASCA 1.2 Describe the evolution of the school counseling profession, the basis for a comprehensive school counseling program, and the school counselor’s role in supporting growth and learning for all students.
3. ASCA 1.3 Describe aspects of human development, such as cognitive, language, social/emotional, and physical development, as well as the impact of environmental stressors and societal inequities on learning and life outcomes.
4. ASCA 6.1 Explain appropriate scope of practice for school counselors defined as the overall delivery of the comprehensive school counseling program, providing education, prevention, intervention, and referral services to students and their families.
5. ASCA 6.2 Demonstrate leadership, advocacy and collaboration for the promotion of student learning and achievement, the school counseling program, and the profession.
6. ASCA 6.3 Engage in local, state and national professional growth and development opportunities and demonstrate an emerging professional identity as a school counselor.

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

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

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| **Program-Level Outcome 1 (from question #23)** | **Students will strongly identify as a professional school counselor.**  |
| Assessment Measure | Key assignment in Module 3, Comprehensive Exam, Exit Survey, Employer Survey |
| Assessment Timetable | The outcome is assessed every semester- Fall, Spring, and Summer  |
| Who is responsible for assessing and reporting on the results? | The School Counseling Faculty is responsible for assessing and reporting the results.  |

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

 **Course-Level Outcomes**

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

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| **Outcome 1** | Describe the organizational structure, governance, and evolution of the American education system as well as cultural, political, and social influences on current educational practices and on individual and collective learning environments. |
| Which learning activities are responsible for this outcome? | Course readings, class discussions, video lectures  |
| Assessment Measure  | Discussion postings, written essay assignments, quizzes, final exam  |

*(Repeat if needed for additional outcomes)*

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| **Outcome 2** | Describe the evolution of the school counseling profession, the basis for a comprehensive school counseling program, and the school counselor’s role in supporting growth and learning for all students. |
| Which learning activities are responsible for this outcome? | Course readings, class discussions, video lectures  |
| Assessment Measure  | Discussion postings, written essay assignments, quizzes, final exam  |

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| **Outcome 3** | Describe aspects of human development, such as cognitive, language, social/emotional, and physical development, as well as the impact of environmental stressors and societal inequities on learning and life outcomes. |
| Which learning activities are responsible for this outcome? | Course readings, class discussions, video lectures  |
| Assessment Measure  | Discussion postings, written essay assignments, quizzes, final exam  |

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| **Outcome 4** | Explain appropriate scope of practice for school counselors defined as the overall delivery of the comprehensive school counseling program, providing education, prevention, intervention, and referral services to students and their families. |
| Which learning activities are responsible for this outcome? | Course readings, class discussions, video lectures  |
| Assessment Measure  | Discussion postings, written essay assignments, quizzes, final exam  |

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| **Outcome 5** | Demonstrate leadership, advocacy and collaboration for the promotion of student learning and achievement, the school counseling program, and the profession. |
| Which learning activities are responsible for this outcome? | Course readings, class discussions, video lectures  |
| Assessment Measure  | Discussion postings, written essay assignments, quizzes, final exam  |

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| **Outcome 6** | Engage in local, state and national professional growth and development opportunities and demonstrate an emerging professional identity as a school counselor. |
| Which learning activities are responsible for this outcome? | Course readings, class discussions, video lectures  |
| Assessment Measure  | Discussion postings, written essay assignments, quizzes, final exam  |

**Bulletin Changes**

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

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***COUN 6603. Foundational Knowledge of Professional School Counseling and Professional Practice*** *History and scope of the school counseling profession, including the development trajectories of diverse learners and the appropriate scope of school counseling practice in varied educational settings.*