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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**

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| **[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 10/17/2022**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\*** |  | **6483** |
| **Title** (include a short title that’s 30 characters or fewer) |  | **Family Counseling** |
| **Description\*\*** |  | **Systems theory and family counseling approaches, including an overview of family development, life cycle perspectives, theories, and interventions with an emphasis on collaborating with families and best practices that can be used in the school setting.**Corequisite: COUN 6663 (Techniques and Instructional School Counseling Interventions) |

 ***\**** 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 6663 (Techniques and Instructional School Counseling Interventions)

* 1. Why or why not?

The intersection between school and family counseling would make the taking the two courses together advantageous.

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: **The Family Life Cycle, Terminology,** **Communication, Setting Boundaries & Resilience in Families**

Discussion Post 1 & 2

Assignment # 1: Me and My Family Assignment

Assignment # 2: Case Study, Communication is Key, & Family Trivia Assignment

Module 2: **Families and Diversity, Overview of Family Systems, Cultural Responsiveness, & Understanding Crisis**

Discussion Post 1

Assignment # 1: Case Study

Assignment # 2: Crisis Intervention

# Module 3: **Family Therapy Modalities, Techniques, & Ethics in Family Counseling**

Discussion Post 1

Assignment # 1: Theory Doc Activity

Assignment # 2: Apply a Theory Lesson Plan

Module 4: Family Counseling Assessment, Evidence Based Techniques, & Special Issues in the Family including Substance Abuse, Domestic Violence, & Child Abuse

Discussion Post 1 & 2

Assignment # 1 Case Study

Assignment # 2 Informational Topic Activity

# Module 5: **Special Issues in the Family Including Divorce and Grief / Loss**

Discussion Post 1 & 2

Assignment # 1 Circle of Life Activity

Assignment # 2 Divorce Small Group Intervention

Module 6:

Discussion Post 1 & 2

Genogram Assignment

Module 7:

Discussion Post 1

Assignment # 1 Fantastic Family Counselor Activity

Assignment # 2 Al-Anon / Nar-Anon Meeting Activity

Assignment # 3: Fabulous Family Reflection 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)

The purpose of this course is to provide an introduction to systems theory and family counseling approaches. Students receive an overview of family development and life cycle perspectives, theories, interventions, and strategies relevant to family counseling.

Course Goals:

* Possess an understanding of the school counselor’s role in regard to collaborating and consulting with family members in order to promote engagement and student success
* Demonstrate knowledge of school counselors supporting students experiencing crisis, divorce, grief and loss, substance abuse, or child abuse
* Demonstrate knowledge regarding developing and utilizing a Genogram in order to help students identify types of emotional connections and generational patterns that may exist in their families
* Recognize the importance for counselors to enhance family involvement and engagement in order to foster student success, identify social cultural (gender, religion, sexuality) factors and historical context as they relate to family structure and functioning
* Demonstrate knowledge of ethical and legal issues related to family counseling
* Develop a theoretical understanding of family systems, family theory, as well as an understanding of family counseling
* Demonstrate knowledge of relevant family counseling theories and techniques
* Identify evidence-based practices that can be utilized in school counseling and family counseling
* Demonstrate knowledge of terminology used in the field of family counseling
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)
* Students will possess the knowledge, skill, and awareness to help a diverse range of students and their families in the school setting. Candidates demonstrate the appropriate scope of school counseling practice in varied educational settings, understand their role as a leader, collaborator, advocate, and agent for systemic change, and engage in opportunities to support their professional growth and identity development. (Standard 6 Professional Practice)
* Students will be equipped to practice ethically and legally in the school setting while relying on evidence-based practices in their work with diverse students and their families. Candidates demonstrate ethical and culturally responsive behavior, maintain the highest standard of professionalism and legal obligation, and use consultation and ongoing critical reflection to prevent ethical lapses. (Standard 7 Ethical Practice)
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 SurveyComp ExamPRAXIS 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 2 (from question #19)** | **Standard 6. Professional Practice.** Candidates demonstrate the appropriate scope of school counseling practice in varied educational settings, understand their role as a leader, collaborator, advocate, and agent for systemic change, and engage in opportunities to support their professional growth and identity development. Students will possess the knowledge, skill, and awareness to help a diverse range of students and their families in the school setting |
| Assessment Measure | **COUN 6663 Techniques and Instructional School Counseling Interventions** School Counselor Assignment**COUN 6063 Diagnosis and Treatment**6-week Mental Health Intervention Assignment**COUN 6483 Family Counseling**4-Week Divorce Intervention Assignment |
| Assessment Timetable | School Counselor Assignment in Techniques and School Counseling Interventions completed at end of COUN 66636-week Mental Health Intervention Assignment completed at the end of COUN 6063 4-Week Divorce Intervention Assignment completed during COUN 6483 |
| 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 7. Ethical Practice.** Candidates demonstrate ethical and culturally responsive behavior, maintain the highest standard of professionalism and legal obligation, and use consultation and ongoing critical reflection to prevent ethical lapses. Students will be equipped to practice ethically and legally in the school setting while relying on evidence-based practices in their work with diverse students and their families |
| Assessment Measure | **COUN 6053 Ethical and Legal Issues** Case Study 5.4 **COUN 6033 Social Cultural Foundations** Module 7 Self-Analysis Paper **PSY 6613 Professional Consultation**Module 7 School Counselor Role as Consultant Paper |
| Assessment Timetable | Assignment in Ethical and Legal Issues completed in Module 5 of COUN 6053Assignment in Social Cultural Foundations completed at end of COUN 6033Assignment in Professional Consultation Completed at the end of PSY 6613  |
| 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?

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| **Outcome 1** | Possess an understanding of the school counselor’s role in regard to collaborating and consulting with family members in order to promote engagement and student success |
| Which learning activities are responsible for this outcome? | Case Studies, Family Trivia Activity, 4-Week Crisis Intervention, 4-Week Divorce Intervention, Lesson Plan, Informational Topic Activity, Genogram Assignment, Fantastic Family Counselor Assignment, Al-Anon / Nar-Anon Reflection, Fabulous Family Reflection Assignment |
| Assessment Measure  | 4-Week Divorce Intervention  |

*(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 6483 – Family Counseling

Sem. Hrs: 3

Systems theory and family counseling approaches, including an overview of family development, life cycle perspectives, theories, and interventions with an emphasis on collaborating with families and best practices that can be used in the school setting.

Corequisite: COUN 6663.