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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)

Taqueena Quintana, tquintana@astate.edu, 347-681-1177

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 6873

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).

Program Development in Professional School Counseling

Short title is “Program Development”

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

Development, implementation, and evaluation of data-informed comprehensive school counseling programs, with an emphasis on the school counselor’s role in counseling, collaboration, consultation, and coordination of student services within academic, social/emotional, and career development domains.

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

COUN 6603- Foundational Knowledge and COUN 6263 -Data Informed School Counseling

* 1. Why or why not?

Students are required to possess basic knowledge of school counseling and program data in order to successfully complete this course.

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.

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** – **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: Defining Your Program**

To effectively develop a comprehensive school counseling program, it is essential that school counseling standards for students and professional practice serve as the defining documents in which the program is rooted. There are three sets of standards that help new and experienced school counselors develop, implement and assess a school counseling program to improve student outcomes: the ASCA Mindsets & Behaviors for Student Success: K—12 College and Career Readiness Standards for Every Student, the ASCA Ethical Standards for School Counselors and the ASCA School Counselor Professional Standards & Competencies. The define component of the ASCA National Model (4th Edition) is the first step in developing a comprehensive school counseling program that will meet the academic, social/emotional and career readiness needs of all students. This module looks at how school counselors define their programs.

Please note that your first discussion posting is due by Wednesday at 11:59pm CST of this week. We look forward to working with you this semester!

**Module Objectives:**

1. Discuss the importance of utilizing student standards (Mindsets & Behaviors) to assess student growth and development and guide the development of strategies and activities. (course objective 1)
2. Discuss how professional standards (ASCA Ethical Standards for School Counselors and ASCA Professional Standards & Competencies) help to ensure school counselor preparedness in addressing academic achievement, career planning and social/emotional development. (course objective 1).

**Module 2: Managing Your Program**

In your previous courses, you learned how data informs the comprehensive school counseling program and professional practice. If you recall, the “manage” component of the ASCA National Model (4th edition) includes Program Focus and Program Planning. Program Focus looks at the beliefs, mission statement and vision statement of the school and school counseling program. Program Planning includes various tools that allow school counselors to obtain, analyze and assess student needs as determined by the school’s data. A data informed school counselor consistently reviews school data to reveal trends, inequities, opportunities and student needs. A school counseling program requires school counselors to be proficient in the collection, analysis and interpretation of student achievement, attendance and disciplinary data. This module is a brief review of Program Focus and Program Planning in the context of managing a comprehensive school counseling program.

**Module Objectives**

1. Review how school counselors focus the school counseling program on the overall beliefs, mission and vision of their schools (course objective 2).
2. Discuss how school counselors utilize data to plan, organize and implement school counseling goals, interventions and activities (course objectives 1 and 4)

**Module 3: Deliver- Direct Services**

The “deliver” component of the ASCA National Model (4th edition) defines the methods school counselors use to provide activities and services to students and for students. This week’s module focuses on direct services. Direct services are in-person interactions between school counselors and students. ASCA recommends that school counselors spend 80% or more of their time engaged in direct and indirect services (with the other 20% dedicated to program management and school support services) in order to achieve the most effective delivery of the school counseling program. Through the direct services of instruction, appraisal, advisement and counseling, school counselors help students develop the knowledge, skills and awareness outlined in the Mindsets & Behaviors to help students improve achievement, attendance and discipline.

**Module Objectives:**

1. Discuss ways in which school counselors plan, organize, and implement a variety of instructional and counseling strategies (direct services) that promote educational equity, success, and well--being for all students (course objectives 1, 2 and 5)

**Module 4: Deliver- Indirect Services**

The “deliver” component of the ASCA National Model (4th edition) defines the methods school counselors use to provide activities and services to students and for students. This week’s module focuses on indirect services. Indirect services are provided on behalf of students as a result of school counselor interactions with others. Through indirect services of collaboration, consultation and referrals, school counselors enhance student achievement and promote equity and access for all students. Through indirect services, school counselors gather and share information about student developmental issues, problems and success. When a situation arises that requires school counselors to share information that could identify the student to a specific third party who is not aware of the situation, school counselors receive parent permission or take precaution in protecting student confidentiality.

**Module Objectives**

1. Discuss how school counselors collaborate and consult with stakeholders on behalf of students to support student success and promote equity and access for all students (course objectives 1 and 2).
2. Discuss how school counselors access school and community resources to coordinate services and make appropriate referrals based on the needs of students (course objective 3).

**Module 5: Assessing Your Program- Program Assessment**

A data-responsive school counselor further uses data to determine if school counseling program strategies, interventions and activities are effective and to make decisions about future practice. To achieve the best results for students, school counselors regularly assess their program to determine its effectiveness. School counselors engage in assessment to inform potential improvement to school counseling program design and delivery and to show how students are different as a result of the school counseling program. School counselors collect and analyze data to answer questions such as:

* Who participated in what activities through instruction, appraisal, advisement and counseling?
* What ASCA Mindsets & Behaviors did students learn through participation in school counseling activities?
* How did the learning affect students’ attendance, achievement or discipline?

School counselors demonstrate the effectiveness of the school counseling program as they answer each question, illustrating how the school counseling program affects student success. This week’s module focuses on the ASCA National Model (4th edition) component of “assess” and more specifically, program assessment.

**Module Objectives**

1. Discuss the importance of school counseling program assessment and specific tools utilized to report program results (course objective 4).

**Module 6: Assessing Your Program-School Counselor Assessment and Appraisal**

Last week, we looked at the “assess” component of the ASCA National Model (4th edition) and focused on program assessment. This week, we will discuss school counselor assessment and appraisal. Assessing and appraising school counselor performance is a multifaceted process. This process involves self-assessment, formal appraisal of school counselor performance by a qualified administrator and individual reflection of the data that informs the assessment and appraisal. School counselor assessment and appraisal help to ensure that school counselors are equipped to establish, maintain and enhance a school counseling program that addresses student academic achievement, career planning and social/emotional development.

**Module Objectives**

1. Discuss school counselor assessment and appraisal and specific tools utilized to ensure preparedness in designing, delivering and assessing a school counseling program (course objective 4).

**Module 7: Summary and Course Reflection**

During this final week, you will have an opportunity to reflect on the course content and key concepts. Within this course, you were able to dig deeper into the ASCA National Model (4th edition) and learn how to align your future comprehensive school counseling program to the framework. Reflect on where you were at the beginning of this course to where you currently are now. Think about what you expected to learn from the course, the amount of effort required to successfully complete the coursework within each module, strengths and challenges you may face in developing, implementing and assessing a school counseling program on your own, and valuable takeaways that you will utilize as an emerging school counselor. You will record a video summary that highlights your experiences from the course this semester.

**Module Objectives**

1. Discuss how design, deliver and assess a comprehensive school counseling program that addresses student achievement, social/emotional development and career readiness. (course objectives 1, 2, 3, 4, and 5).

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: ASCA 4.1 Plan, organize, and implement a variety of instructional and counseling strategies as part of a comprehensive school counseling program (direct and indirect student services) to improve preK-­‐12 student attitudes, knowledge, and skills, ASCA 4.2 Collaborate with stakeholders such as families, teachers, support personnel, administrators, and community partners to create learning environments that promote educational equity, success, and well-­‐being for every student, ASCA 4.3 Describe how to access school and community resources to make appropriate referrals based on the needs of students, ASCA 4.4 Apply appropriate technologies to support student learning and development, assessment, planning, and delivery of comprehensive school counseling programs and ASCA 4.5 Demonstrate pedagogical skills, including culturally responsive classroom management strategies, lesson planning, and personalized instruction.

 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 rigorous survey of school counseling program development and it covers the standards outlined by the American School Counselor Association, which is the MSE School Counseling Program’s SPA for CAEP.

c. Student population served.

Graduate MSE School Counseling Students.

d. 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 is a course that focuses on the development, implementation and evaluation of a comprehensive school counseling program. This course will significantly contribute to the following program outcome in the current MSE School Counseling Program Assessment Plan: 2. Students will possess the knowledge, skill, and awareness to help a diverse range of students and their families in the school setting.

1. ASCA 4.1 Plan, organize, and implement a variety of instructional and counseling strategies as part of a comprehensive school counseling program (direct and indirect student services) to improve PreK-­‐12 student attitudes, knowledge, and skills.
2. ASCA 4.2 Collaborate with stakeholders such as families, teachers, support personnel, administrators, and community partners to create learning environments that promote educational equity, success, and well-­‐being for every student.
3. ASCA 4.3 Describe how to access school and community resources to make appropriate referrals based on the needs of students.
4. ASCA 4.4 Apply appropriate technologies to support student learning and development, assessment, planning, and delivery of comprehensive school counseling programs.
5. ASCA 4.5 Demonstrate pedagogical skills, including culturally responsive classroom management strategies, lesson planning, and personalized instruction.

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 2 (from question #23)** | **Students will possess the knowledge, skill, and awareness to help a diverse range of students and their families in the school setting** |
| Assessment Measure | Key assignment in Module 4, 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** | Plan, organize, and implement a variety of instructional and counseling strategies as part of a comprehensive school counseling program (direct and indirect student services) to improve PreK-­‐12 student attitudes, knowledge, and skills. |
| Which learning activities are responsible for this outcome? | Course readings, class discussions and video lectures. |
| Assessment Measure  | Discussion Postings, written essay assignments, quizzes and final exam.  |

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| **Outcome 2** | Collaborate with stakeholders such as families, teachers, support personnel, administrators, and community partners to create learning environments that promote educational equity, success, and well-­‐being for every student. |
| Which learning activities are responsible for this outcome? | Course readings, class discussions and video lectures. |
| Assessment Measure  | Discussion Postings, written essay assignments, quizzes and final exam. |

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| **Outcome 3** | Describe how to access school and community resources to make appropriate referrals based on the needs of students. |
| Which learning activities are responsible for this outcome? | Course readings, class discussions and video lectures. |
| Assessment Measure  | Discussion Postings, written essay assignments, quizzes and final exam. |

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| **Outcome 4** | Apply appropriate technologies to support student learning and development, assessment, planning, and delivery of comprehensive school counseling programs. |
| Which learning activities are responsible for this outcome? | Course readings, class discussions and video lectures. |
| Assessment Measure  | Discussion Postings, written essay assignments, quizzes and final exam. |

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| **Outcome 5** | Demonstrate pedagogical skills, including culturally responsive classroom management strategies, lesson planning, and personalized instruction. |
| Which learning activities are responsible for this outcome? | Course readings, class discussions and video lectures. |
| Assessment Measure  | Discussion Postings, written essay assignments, quizzes and 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 6873. Program Development in Professional School Counseling*** *Development, implementation, and evaluation of data-informed comprehensive school counseling programs, with an emphasis on the school counselor’s role in counseling, collaboration, consultation, and coordination of student services within academic, social/emotional, and career development domains. Prerequisite, COUN 6603, COUN 6263*