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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](mailto: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 10/15/2019 **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)

Rebekah Cole, [recole@astate.edu](mailto: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 6703

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).

**Counseling English Language Learners in the School Setting**

**Short title: Counseling English Language Learners**

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

Academic, social/emotional and career development needs of English Language Learners, including how to support ELLs within a comprehensive school counseling program with an emphasis on consultation and collaboration with stakeholders.

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)

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 – Characteristics of English Language Learners**

**Module Objectives:**

1. Discuss the characteristics of English Language Learners (ELLs) and their Family members, including the challenges they face in their daily lives in American society
2. Discuss the challenges that ELLs face in the school system and ways that professional school counselors can assist them in overcoming these challenges

**Module 2- Legislation Affecting ELLs**

**Module Objectives:**

1. Discuss federal, state, and local legislation and legal issues that affect ELLs and their family members
2. Discuss the rights of ELL students related to the educational system and ways in which professional school counselors can help students and their families understand and retain these rights

**Module 3- Scope of Professional School Counselor’s Role in Working with ELLs**

**Module Objectives**

1. Review the American School Counselor Association’s Position Statement on counseling ELLs in the school system
2. Discuss ways in which Professional School Counselors can support ELLs academically, socially, emotionally, and in their future careers, in alignment with the ASCA National Model
3. Discuss ways that professional school counselors can educate and empower other stakeholders to help ELLs be successful in school

**Module 4- Building Positive Working Relationships with ELLs and Effective Classroom Guidance Curriculum and Delivery**

**Module Objectives**

1. Discuss ways in which professional school counselors can use their counseling skills to develop positive relationships with ELLs and their family members
2. Discuss ways in which professional school counselors can help facilitate positive relationships between ELLs’ family members and school personnel
3. Discuss ways that professional school counselors can develop a culturally-sensitive classroom guidance curriculum to address the needs of ELL students
4. Discuss ways to implement research-based practices to increase ELL achievement in the classroom setting

**Module 5 – Individual and Group Counseling with ELLs**

**Module Objectives:**

1. Discuss culturally-competent individual counseling skills derived from various evidence-based counseling theories that are relevant to working with the ELL population based on their needs
2. Discuss ways to facilitate small group counseling with ELL students in a culturally sensitive manner according to various group counseling theories

**Module 6- Building School, Family, Community Partnerships**

**Module Objectives:**

1. Discuss ways that professional school counselors can initiate, develop, and grow evidence-based partnerships with families of ELL students, especially those who are not currently involved in their child’s education
2. Discuss ways in which professional school counselors can develop and maintain partnerships with community stakeholders to support ELLs to be successful academically, socially, and in their future careers

**Module 7- Advocating for Social Justice**

**Module Objectives:**

1. Discuss the challenges that ELL students and their families are facing from a social justice and advocacy perspective
2. Discuss ways in which professional school counselors can serve as advocates for social justice and show leadership in this area in their schools and communities

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 meet the following learning objectives, as delineated by the American School Counselor Association: ASCA 2.4 Describe established and emerging evidence-­‐based counseling theories and techniques that are effective in a school setting, including but not limited to rational emotive behavior therapy, reality therapy, cognitive-­‐behavioral therapy, Adlerian, solution-­‐focused brief counseling, person-­‐centered counseling and family systems. ASCA 3.2 Identify individual counseling, group counseling, and classroom instruction techniques to ensure equitable access to resources promoting academic achievement, college/career readiness, and social/emotional development for every student. ASCA 3.3 Describe and apply ASCA School Counselor Competencies in the implementation of a comprehensive school counseling program that meets the needs of all students, including students with diverse learning needs.

1. 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 equips the student with a specialized knowledge of how to best counsel, support, and advocate for this population. The course 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.

MSE School Counseling Program 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 course will address Program Learning Outcome #2 in the MSE School Counseling Assessment Plan: **Students will possess the knowledge, skill, and awareness to help a diverse range of students and their families in the school setting**

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 7, Comprehensive Exam, Exit Survey, Employer Survey |
| Assessment  Timetable | Fall, Spring, and Summer Semesters |
| Who is responsible for assessing and reporting on the results? | School Counseling Program Faculty are responsible for assessing, evaluating, and analyzing results, and developing action plans? |

**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** | ASCA 2.4 Describe established and emerging evidence-­‐based counseling theories and techniques that are effective in a school setting, including but not limited to rational emotive behavior therapy, reality therapy, cognitive-­‐behavioral therapy, Adlerian, solution-­‐focused brief counseling, person-­‐centered counseling and family systems. |
| Which learning activities are responsible for this outcome? | Course readings, class discussions, video lectures |
| Assessment Measure | Discussion postings, written essay assignments, quizzes, final exam |
| **Outcome 2** | ASCA 3.2 Identify individual counseling, group counseling, and classroom instruction techniques to ensure equitable access to resources promoting academic achievement, college/career readiness, and social/emotional development for every student. |
| Which learning activities are responsible for this outcome? | Course readings, class discussions, video lectures |
| Assessment Measure | Discussion postings, written essay assignments, quizzes, final exam |
| **Outcome 3** | ASCA 3.3 Describe and apply ASCA School Counselor Competencies in the implementation of a comprehensive school counseling program that meets the needs of all students, including students with diverse learning needs. |
| 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.* |

Page 323

# ***COUN 6703. Counseling English Language Learners in the School Setting*** *Academic, social/emotional and career development needs of English Language Learners, including how to support ELLs within a comprehensive school counseling program with an emphasis on consultation and collaboration with stakeholders.*