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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**

|  |
| --- |
| **[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 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** |
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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)

**Stephanie Gotay** **sgotay@astate.edu** **870-972-3020**

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 3023**

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).

**Foundations of Counseling**

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

**Overview of the counseling profession, developmental history of the profession, career opportunities and specializations, professional identify development, theoretical approaches, legal and ethical issues, diversity/multicultural concerns, professional advocacy, and educational training and credentialing.**

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?

Please explain. Enter text...

12. **Yes / No** Is this course in support of a new program? **Yes, this course is intended to be part of an undergraduate Certificate in Helping Professions to be proposed in Fall 2018.**

a. If yes, what program?

 **Certificate in Helping Professions to be proposed in Fall of 2018**.

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

a. If yes, what course?

Enter text...

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

a. If yes, which course?

Enter text...

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? **NO**

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.)

**Tentative Schedule of Topics and Assignments**

(Topic dates are subject to change)

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **TOPIC** | **READINGS** |  |
| Wk. 1 | Introduction: What Counseling Is and How It Works | Kottler & Shepard - CH. 1  |  |
| Wk. 2 | Foundations of Counseling (brief history) | Kottler & Shepard - CH. 2 |  |
| Wk. 3 | Settings for Counselors (counseling specialties) | Kottler & Shepard - CH. 3 |  |
| Wk. 4 | The Therapeutic Relationship (qualities of the counseling relationship) | Kottler & Shepard - CH. 4 |  |
| Wk. 5 | Insight-Oriented Approaches (theories) | Kottler & Shepard - CH. 5 |  |
| Wk. 6 | Action-Oriented Approaches (theories) | Kottler & Shepard - CH. 6 |  |
| Wk. 7 | Integrating Theory and Counseling Skills (selecting a personal theoretical orientation)Midterm Exam  | Kottler & Shepard - CH. 7 |  |
| Wk. 8 | Assessment, Testing, and the Diagnostic Process (types, ethical selection, using DSM-5) | Kottler & Shepard - CH. 8 |  |
| Wk. 9 | Group Counseling (techniques, benefits/risks, and considerations) | Kottler & Shepard - CH. 9 |  |
| Wk. 10 | Family, Couples, and Sex Counseling (theories and techniques) | Kottler & Shepard - CH. 10 |  |
| Wk. 11 | Career Counseling (benefits of assessment/career considerations in counseling) | Kottler & Shepard - CH. 11 |  |
| Wk. 12 | Neuroscience, Addictions Counseling, and Psychopharmacology (physiological response to medications) | Kottler & Shepard - CH. 12 |  |
| Wk. 13 | Counseling Diverse Clients (social and cultural issues) | Kottler & Shepard - CH. 13 |  |
|  |  |  |  |
| Wk. 14 | Ethical and Legal Issues & Credentialing (*American Counseling Association Code of Ethics* and Arkansas credentialing process)Toward Closure: Advice for the Passionately Committed Counseling Student (preparing for advanced degrees in counseling) | Kottler & Shepard - CH. 14Kottler & Shepard - CH. 15 |  |
|  |  |  |  |

Kottler, J. A., & Shepard, D. S. (2015). *Introduction to counseling: Voices from the field* (8th ed.). Stamford, CT: Cengage Learning.

18. Special features (e.g. labs, exhibits, site visitations, etc.) **NONE**

19. Department staffing and classroom/lab resources **Regular Classroom Only**

1. Will this require additional faculty, supplies, etc.? **NO**

20. **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 the foundations and professional orientation of Counseling and related helping professions. Students from this department often go on to study in Counseling and related master’s programs or enter occupations in fields where they work with other Mental Health professionals and individuals receiving clinical services. This course will prepare students to make educational decisions as they consider a variety of Counseling-career options. Should students decide to enter the Counseling-related workforce, this course will prepare them to work on multidisciplinary teams with other Counseling professionals in the delivery of Counseling and related services to clients. Specifically, during this course, learning outcomes will be measured by students’ ability to: 1) Understand the history and professional issues associated with counseling; 2) Demonstrate knowledge of professional counselor identity development; 3) Understand basic theoretical counseling principles and theories; 4) Develop professional advocacy skills; and 5) Understand the roles and functions of counselors in various practice settings and on interdisciplinary treatment teams.**

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, and private practices. This course aligns with this mission by training undergraduate students to serve as qualified paraprofessionals in the following ways: (a) working alongside credentialed counselors in the delivery of mental health care and related services, (b) providing this services to diverse populations, and (c) advocating for both 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).

**There currently is no undergraduate course on Counseling as a profession offered in the Department of Psychology and Counseling. The Clinical Mental Health Counseling Program is developing an undergraduate Certificate in Helping Professions to be proposed in fall of 2018, which will be available to undergraduate students at A-State. This course will be offered as a requirement for that Certificate.**

**Assessment**

**University Outcomes**

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

|  |  |  |
| --- | --- | --- |
| * 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?

**\*NOTE: The learning outcomes below reflect the program expectations for the Certificate in Helping Professions to be proposed in the fall of 2018.**

 **The program-level learning outcomes for students enrolled in this course are:**

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

**Assessments include exams, written assignments, and experiential activities.**

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.*

This section will be completed during the process of proposing the undergraduate Certificate in Helping Professions (to be completed in Fall 2018).

|  |  |
| --- | --- |
| **Program-Level Outcome 1 (from question #23)** |  |
| Assessment Measure |  |
| Assessment Timetable |  |
| Who is responsible for assessing and reporting on the results? |  |

 *(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?

|  |  |
| --- | --- |
| **Outcome 1** | Students will understand the history and professional issues associated with counseling |
| Which learning activities are responsible for this outcome? | Students will read assigned chapters and listen to course lecture on professional history, counseling associations, and professional issues.  |
| Assessment Measure  | 1. Midterm Exam; and 2) Final Exam
 |

*(Repeat if needed for additional outcomes)*

|  |  |
| --- | --- |
|  **Outcome 2** | Students will demonstrate knowledge of professional counselor identity development. |
| Which learning activities are responsible for this outcome? | Students will read assigned chapters, listen to course lectures, complete and understand career assessment results, and interview professional counseling guest speakers. |
| Assessment Measure  | 1. Self-Reflection Paper on Professional Counseling Guest Speakers
 |

*(Repeat if needed for additional outcomes)*

|  |  |
| --- | --- |
| **Outcome 3** | Students will understand basic theoretical counseling principles and theories. |
| Which learning activities are responsible for this outcome? | Students will read assigned chapters, listen to course lectures, and participate in classroom theoretical assessment activities.  |
| Assessment Measure  | 1. Midterm Exam; and 2) Final Exam
 |

*(Repeat if needed for additional outcomes)*

|  |  |
| --- | --- |
| **Outcome 4** | Students will develop professional advocacy skills. |
| Which learning activities are responsible for this outcome? | Students will read assigned chapters, listen to course lectures, review advocacy intervention strategies, and develop promotional advocacy product/strategy. |
| Assessment Measure  | 1. Midterm Exam; 2) Final Exam; and 3) Advocacy in Action Project
 |

*(Repeat if needed for additional outcomes)*

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| --- | --- |
| **Outcome 5** | Students will understand the roles and functions of counselors in various practice settings and on interdisciplinary treatment teams.  |
| Which learning activities are responsible for this outcome? | Students will read assigned chapters, listen to course lectures, explore career requirements and responsibilities through O\*Net, and interview professional guest speakers. |
| Assessment Measure  | 1. Self-Reflection and Counseling Career Exploration Paper; 2) Counseling Career Assessment Paper; and 3) Self-Reflection Paper on Professional Counseling Guest Speakers
 |

*(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.* |

**DEPARTMENT OF PSYCHOLOGY AND COUNSELING**

***Counseling (COUN)***

***COUN 3023. Foundations of Counseling. Overview of the counseling profession, developmental history of the profession, career opportunities and specializations, professional identify development, theoretical approaches, legal and ethical issues, diversity/multicultural concerns, professional advocacy, and educational training and credentialing. Fall.***

455